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ABSTRACT

Performance objectives for the foreign language curriculum in Michigan schools are presented in draft form. Objectives are outlined for stages A (beginning) through D (advanced). The remainder of the volume deals with stage A. It provides a detailed description of the minimum behavioral objectives for basic language skills at the end of the A-level, followed by minimum objectives for career, affective domain, and bilingual education reading. Finally, specific performance objectives for French, German, Spanish, and Latin are given. These objectives deal with phonology, vocabulary, grammatical structure, oral skills, language comprehension, and culture. A vocabulary list follows the objectives for each language. (AM)

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ED108456

PERFORMANCE OBJECTIVES FOR FOREIGN LANGUAGES IN MICHIGAN SCHOOLS

WORKING DRAFT

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Prepared by

the

Michigan Foreign Language Advisory Committee

FL004 366

MICHIGAN DEPARTMENT OF EDUCATION

Revised February, 1973

Stage A

Foreign Language

Introduction

What is the foreign language curriculum? The foreign language curriculum has two essential purposes. First, it is designed to teach young people how to communicate in a language other than their own. Second, and perhaps more importantly, it is designed to teach an understanding and appreciation of a culture different than that of the learner.

Why is the foreign language curriculum important? In a world beset with misunderstandings and hostilities between peoples of different cultures it would seem imperative that young people the world over begin to appreciate and understand their neighbors. One way of developing such understanding is to expose children to the language and culture of other people early in the school experience. Hopefully, such exposure will eventually lead to a lessening of tensions between people of different cultures. In addition to students taking foreign language as a second language, many elementary age students whose native language is other than English are taking languages to reinforce their native tongue (bilingual education).

A knowledge of one or more languages also should enhance man's economic potential in that any job pursuit is expanded once a foreign language is added to professional potential. Also, many jobs exist only for people with a knowledge of a foreign language. (See attached Career Objectives.)

Several points should be emphasized for use of this document:

1. Stage A is the only stage completed at the present time in the four most numerous languages offered in Michigan. The first overarching document will serve as a guideline for teachers in all four stages.
2. Stage A represents a level of a minimal achievement for Michigan foreign language programs and must not be rigidly interpreted as equating any number of days or years of instruction. Foreign language instruction in Michigan varies widely as to beginning grade level, number of minutes per week, etc., that it would be impossible to specify any standard. Teachers should rather attend to the meeting of the expected behavior and specifying when it is met rather than equating it to a rigid time schedule. Some teachers have asked for a suggested articulation chart. For this reason one is included, but there should be no interpretation that this should be enforced.
3. The third column in this format should be interpreted as a strategy for clarifying the performance objectives. In cases where these are test items they should be considered as examples. Teachers will still develop their own tests and test techniques. Again, attention should be most focused on the behavior as stated in the objective.
4. The behavior as described in these objectives represents a consensus of foreign language teachers from all regions of the state at all levels of instruction. Attachment A lists

those people on the writing committee for the overarching four-leveled document. Attachment B lists those people involved in interpreting that first document into the four languages with sample test items. It is impossible to list the hundreds of teachers providing input in workshops throughout the state. Special thanks must be given to the American Association of Teachers of French, German, Spanish and Portuguese and the Michigan Classical Conference for the writing and for their efforts in obtaining input from the field. Without this type of organizational support it would have been impossible to achieve this consensus.

Stage A

At the end of the proficiency Stage A program, as a minimum students will be able to:

1. demonstrate control of the sound system of the target language by:
   a. hearing designated sound differences
   b. reproducing orally designated sounds
   c. reproducing orally designated sounds from print
   d. writing designated sounds from dictation

2. demonstrate control of the vocabulary of the target language by:
   a. comprehending a basic 700 word vocabulary, both spoken and written
   b. using this 700 word vocabulary in speaking and writing

3. demonstrate in listening, speaking, reading and writing control of the following grammatical structures in the target language:
   a. definite and indefinite articles
   b. independent clauses
   c. nouns
   d. personal pronouns (subject and object)
   e. verb tenses (present, past, and future indicative)
   f. negatives
   g. prepositions
   h. adverbs
   i. agreement between subject and verb
   j. command expressions
   k. agreement between articles, nouns and adjectives (gender and number)
   l. possessives
   m. demonstratives
   n. interrogatives
   o. word order (basic)
   p. comparatives and superlatives
   q. conjunctions
   r. contractions
   s. progressive tenses (present, past, and future indicative)

4. comprehend the content of a conversation on familiar topics between two or more people.

5. repeat orally phrase by phrase a brief account of something which the student listens to or reads.

6. speak with proper intonation and stress in a rehearsed dialog situation.

7. participate in a conversation based on familiar topics.

8. read aloud with proper intonation and stress from a familiar text.

9. write a familiar text from dictation.

10. comprehend while reading material based on familiar topics.

11. demonstrate knowledge of these cultural aspects of the country:

    a. geography (physical features and products)
    b. arts and crafts
    c. songs
    d. general historical aspects
    e. recreation and sports
    f. major holidays
    g. customs (food and clothing)
    h. family life
    i. times and seasons (clock and calendar)
    j. numbers

Stage B

At the end of the proficiency Stage B program, as a minimum students will be able to:

1. demonstrate control of the vocabulary of the target language by:

    a. comprehending an additional 800 word vocabulary, both spoken and written, beyond a basic 700 word vocabulary.
    b using this additional 800 word vocabulary in speaking and writing

2. demonstrate in listening, speaking, reading and writing control of the following grammatical structures in the target language:

    a. conditional tense
    b. subjunctive mood (present and past)
    c. infinitives
    d. nominalization of verbs
    e. present and past participles
    f. compound tenses
    g. relative pronouns
    h. dependent clauses
    i. sequence of tenses

3. comprehend an unrehearsed oral narrative based on familiar topics.

4. repeat orally sentence by sentence a brief account of something which the student listens to or reads.

5. speak with proper intonation and stress while conversing on unrehearsed familiar topics.

6. initiate and direct a conversation based on familiar topics.

7. read aloud with proper intonation and stress an unrehearsed text based on familiar topics.

8. comprehend while reading unrehearsed material based on familiar topics.

9. use mono-lingual dictionary.

10. write from dictation a text composed of familiar words and structures used in a new contextual arrangement.

11. respond in writing to written questions based on familiar topics.

12. demonstrate knowledge of these cultural aspects of the country:

    a. common idioms
    b. national heroes
    c. basic musical types
    d. dances
    e. general folklore
    f. national shrines and monuments
    g. birthdays
    h. gestures of approval and disapproval
    i. gestures of inquiry or lack of comprehension
    j. voice intonations that mark command, invitation, surprise, indignation, pleasure, annoyance, coaxing, admiration, menace and reassurance
    k. the grammar of courteous and familiar address
    l. monetary system

Stage C

At the end of the proficiency Stage C program, as a minimum students will be able to:

1. master vocabulary through oral explanations in the target language.

2. comprehend the general meaning of a longer oral account in which a limited number of new vocabulary items or grammatical structures are used.

3. narrate an unrehearsed account based on personal experience or a designated topic.

4. use descriptive and conceptual vocabulary in narration and conversation.

5. read aloud with proper intonation and stress from an unfamiliar text.

6. comprehend general meaning of a longer written account in which a limited number of new vocabulary items or grammatical structures are used.

7. master vocabulary through written explanation in the target language.

8. rewrite dialogs to narrative form and narratives to dialog form.

9. write a brief account of something based on personal experience or a designated topic.

10. demonstrate knowledge of the target culture's influence on American heritage and contemporary life.

Stage D

At the end of the proficiency Stage D program, as a minimum students will be able to:

1. acquire new vocabulary by inference from spoken context.

2. comprehend directly an unfamiliar oral presentation such as a news report, a conversation or a play.

3. converse with a fluent speaker on a topic such as a daily life experience, a trip, a story, a play or a movie.

4. acquire new vocabulary by inference from written context.

5. comprehend directly unfamiliar printed material such as that in newspapers, magazines and literary works.

6. write compositions such as a personal letter or a description of an experience or an event.

7. familiarize themselves with the contemporary scene of the target language area, including such aspects as politics, social life, education and religion.

8. familiarize themselves with the target culture's contributions to world civilization in areas of art, music, science, architecture, philosophy and literature.

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ATTACHMENT C

FOREIGN LANGUAGE OBJECTIVES

At the end of Stage A level of proficiency, foreign language students as a minimum in Michigan will be able to:

1:00 Knowledge

1.10 Knowledge of specifics

Recognize sounds of a foreign language by reproducing them accurately as based on a model.

Define a basic 700 word vocabulary from English to another language and from the language into English.

Distinguish parts of speech in a foreign language such as:

a. definite and indefinite articles
b. independent clauses
c. nouns
d. personal pronouns (subject and object)
e. verb tenses (present, past, and future indicative)
f. negatives
g. prepositions
h. adverbs
i. agreement between subject and verb
j. command expressions
k. agreement between articles, nouns and adjectives (gender and number)
l. possessives
m. demonstratives
n. interrogatives
o. word order (basic)
p. comparatives and superlatives
q. conjunctions
r. contractions
s. progressive tenses (present, past, and future indicative)

1.20 Knowledge of ways and means of dealing with specifics

Recognize sequences of sounds from print.

Recognize the basic 700 word vocabulary when spoken and written in sentences.

Identify grammar elements of a sentence when spoken and written.

2.00 Comprehension

2.10 Translation

Give in own words in English the content of a conversation on familiar topics between two or more people.

Restate orally from memory phrase by phrase a brief account of something which the student listens to or reads.

Write a familiar text from dictation.

3.00 Application

Apply knowledge of sound structure by speaking with proper intonation and stress in a rehearsed dialogue situation and by reading from a familiar text.

Participate in a conversation based on familiar topics.

Reproduce in writing sounds from dictation.

Transform rules of grammar into proper usage of grammatical structures by writing simple sentences in a second language.

Recognize the following elements of a foreign culture as measured by a designated criterion reference test:

a. geography (physical features and products)
b. arts and crafts
c. songs
d. general historical aspects
e. recreation and sports
f. major holidays
g. customs (food and clothing)
h. family life
i. times and seasons (clock and calendar)
j. numbers

CAREER OBJECTIVES

Career Objectives in Foreign Language

At the end of Stage A level of proficiency, foreign language students will be able to:

1. work in foreign language neighborhoods as follows:

   a. health services
   b. family helpers aides
   c. day care centers workers
   d. social services paraprofessionals

2. work in services where foreign language personnel come to you such as:

   a. clergymen
   b. law enforcement
   c. fire and safety protection
   d. ambulance drivers
   e. government and state agencies

3. work in short term vacation jobs in foreign countries as:

   a. tourist guides
   b. peace corps workers
   c. camp counselors
   d. hotel services workers
   e. secretaries

4. work in specialized mercantile and luxury areas appealing to foreign customers such as:

   a. department stores
   b. restaurants

5. work in communication fields in the following areas:

   a. advertising
   b. art
   c. journalism
   d. television
   e. radio

6. work in hotel and institutional services as:

   a. desk clerks
   b. bell boys
   c. waiters - waitresses
   d. telephone operators

7. work in public services as follows:

   a. taxi driver
   b. policeman
   c. fireman
   d. ambulance driver
   c. post office
   d. bank clerk
   e. nurse's aide - orderly
   f. consumer affairs specialist
   g. news media (radio, television, advertising, news reporter

8. work in personal services as follows:

   a. home helper - family helper
   b. cosmetology - barber
   c. auto mechanics
   d. gas station attendant
   e. day care services
   f. recreational aides
   g. social worker aides
   h. teacher aides
   i. peace corps
   j. tourist guides

AFFECTIVE DOMAIN FOREIGN LANGUAGE OBJECTIVES

Affective Domain Objectives in Foreign Language

At the end of Stage A level of proficiency, foreign language students will be able to consistently:

1.0 Receiving

1.1 Awareness

Recognize that there may be more than one acceptable style of living.

Be aware of the feelings of others whose cultural orientation has been different from their own.

1.2 Willingness to receive

Accept differences of race and culture among the people speaking another language.

Listen to others respectfully even though their point of view is different.

1.3 Controlled or selected attention

Listen for rhythm in poetry or prose when read aloud.

Show preference for artifacts representing another culture.

2.0 Responding

2.1 Acquiescence in responding

Show willingness to join in group projects.

Commends classmates on performance in class assignments.

2.2 Willingness to respond

Volunteers to participate in rehearsed dialogues.

Practices the rules of good grammar and pronunciation commensurate with Stage A.

Respond actively and in an interested manner to intellectual stimuli.

2.3 Satisfaction in response

Finds pleasure in demonstrating appropriate skills.

Enjoys playing foreign language games.

Spends leisure time in foreign language activities.

3.0 Valuing

3.1 Acceptance of a value

Shows desire to obtain proficiency in pronunciation and usage.

3.2 Preference for a value

Assumes an active role in classroom and related activities.

Initiates group action for the improvement of foreign language skills.

3.3 Commitment

Debates the relative values of cultures.

4.0 Organization

4.1 Conceptualization of a value

Attempts to identify the characteristics of cultural components of a country.

Forms judgments as to relative contributions of cultural components to modern society.

4.2 Organization of a value system

Develops techniques for recognizing culturally acceptable patterns.

Develops a plan for communicating better intercultural understanding.

5.0 Characterization by a value or a value complex

5.1 Generalized set

Readiness to revise concepts of foreign cultures based upon evidence.

Views problems of intercultural understanding in objective, realistic, and tolerant terms.

5.2 Characterization

Develops philosophy of life with himself viewed as a citizen of the world.

Rates high by fellow students in intercultural understanding.

Resists cultural stereotypes.

BILINGUAL EDUCATION READING OBJECTIVES

STUDENT GOALS AND OBJECTIVES

Bilingual Education

READING SKILLS

Goals	Objectives
1. Students will improve oral communication skills in order to facilitate reading.	1.1 Use accepted pronunciation of spoken words.
	1.2 Use increasingly complex sentence structures when speaking.
	1.3 Use increasingly selective words to provide shades of meaning when speaking.
	1.4 Improve test scores on standardized oral reading test at a rate greater than students from a similar population not participating in the program.
	1.5 Make observable physical responses to oral instruction.
	1.6 Discriminate between like and unlike sounds in spoken words and indicate understanding by physical response.
	1.7 Repeat important facts and relationships after listening to oral presentations of short stories and factual information.
2. Students will improve comprehension of written materials.	2.1 Recognize by sight random words selected from a graded word list keyed to student's own grade level.
	2.2 Improve comprehension test scores for mechanically or optically-based reading at a rate greater than students from a similar population not participating in the program.
	2.3 Improve comprehension test scores on standardized graded reading materials.
	2.4 Improve ability to respond to oral questions and participate in discussions based on silent reading.

Goals	Objectives
3. Students will improve reading rates.	3.1 Increase mechanically or optically-based reading rates at a rate greater than students from a similar population not participating in the program with the same or greater comprehension.
	3.2 Improve scores on standardized timed reading tests while sustaining high comprehension level.
	3.3 Decrease time required to read general reading material while sustaining high comprehension level.
4. Students will improve ability to obtain specific information through reading.	4.1 Use correct procedures for obtaining specific reference books from school or public libraries.
	4.2 Find answers to specific teacher-prepared questions in the following written materials: reference books, school textbooks and general written materials.
	4.3 Find answers to specific teacher-prepared questions in a local newspaper.
	4.4 Discriminate between information presented as fact and information presented as opinion in written materials.
	4.5 Improve scores on standardized tests of reading ability at a rate greater than students from a similar population not participating in the program.

SPANISH - ENGLISH USE

Goals	Objectives
5. Students will function in two languages.	5.1 If Spanish-speaking, complete English assignments.
	5.2 If English-speaking, complete Spanish assignments.
	5.3 Use ideomatic expressions accurately in both languages.
	5.4 Match basic sentence patterns to given models.
	5.5 Respond to direction in two languages.

BICULTURAL APPLICATION

Goals	Objectives
6. Students will identify bicultural purposiveness.	6.1 Use bicultural references in communication activities.
	6.2 Identify similarities and differences between Spanish and Anglo-American cultural details.
	6.3 Describe special vocational opportunities for bilingual individuals.

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Performance Objectives

for

French Language Instruction

Stage A

Prepared under the auspices of the

MICHIGAN CHAPTER

of the

American Association of Teachers of French

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Sound System	1. By the end of Stage A, students of French will be able to recognize elements of the sound system by hearing designated sound differences, as measured by minimum criteria on an objectives-referenced test (ORT). 2. By the end of Stage A, students of French will demonstrate application of the sound system by orally reproducing designated sounds from print, as measured by minimum criteria on an ORT. 2.1 Students will be able to reproduce orally from print the y/ r/ o/ and nasal vowel sounds. 2.2 Students will be able to reproduce orally French intonation curves from print. 2.3 Students will be able to stress orally the final syllable of word groups. 2.4 Students will be able to use even-stressed rhythm in their speech. 3. By the end of Stage A, students of French will demonstrate application of the sound system by writing designated sounds from dictation, as measured by minimum criteria on an ORT.	1. nasal vowels intonation curves stress rhythm speech patterns etc.

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Vocabulary	1. By the end of Stage A, students of French will demonstrate knowledge of a basic vocabulary, both spoken and written, as measured by minimum criteria on an objectives-referenced test (ORT).	1. See attached Stage A Vocabulary list.
	2. By the end of Stage A, students of French will be able to apply vocabulary by using the basic vocabulary words meaningfully in context, as measured by minimum criteria on an ORT.	2. Choose the best possible reply: A. Georges: "André a une bonne note en mathématiques." Marie: "_____ Il est très fort en maths." a: Bien sûr b: Mais non c: C'est terrible d: Tant pis B. Comment allez-vous? a: Très bien, merci b: Je vais au marché c: Je suis petite d: Nous allons compter
	2.1 Given a picture and a statement in French which discusses the picture, the student will be able to supply the missing word which best completes the description.	2.1 A. (Picture: Books on a table) Les livres sont _____ la table. a: sur b: sous c: dans d: en B. (Picture: Boy reading) a: Il lit b: Il parle c: Il danse d: Il mange

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	3. By the end of Stage A, students of French will demonstrate application of the basic vocabulary by writing simple statements describing pictures, as measured by minimum criteria on an ORT.	
Grammatical Structure	1. By the end of Stage A, students of French will be able to properly employ definite and indefinite articles (all forms) in their use of the language (listening, speaking, reading and writing), as measured by minimum criteria on an objectives-referenced test (ORT).	
	1.1 Students will be able to apply the special uses of the definite article.	1.1 Supply the missing word: Il étudie <u>(le)</u> français.
	1.2 Students will omit the indefinite article in appropriate language situations.	1.2 Rewrite the following using <u>bon</u>: Il est médecin <u>(C'est un bon médecin.)</u>
	2. By the end of Stage A, students of French will demonstrate proper use of noun gender and number, as measured by minimum criteria on an ORT.	2. _____ sont belles. <u>a: les jeunes filles</u> b: la fille c: le garçon d: les hommes

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	3. By the end of Stage A, students of French will show that they can apply correct basic word order in the structure of sentences (statements, negations, questions), as measured by minimum criteria on an ORT.	3. Change the following sentence into (a) negative, (b) interrogative, (c) negative-interrogative sentences: Le clown est très drôle. a: (Le clown n' est pas très drôle.) b: (Le clown est-il très drôle?) c: (Le clown n' est-il pas très drôle?)
	4. By the end of Stage A, students of French will demonstrate proper use of pronouns, as measured by minimum criteria on an ORT.	
	4.1 Students will be able to properly employ subject pronouns.	4.1 Use the proper form of "they" when referring to girls in the following sentence: (Elles) _____ sont jolies.
	4.2 Students will be able to properly employ stress pronouns.	4.2 _____, je sais lire! a: Moi b: Lui c: Elle d: Nous
	4.3 Students will be able to properly employ the direct and indirect objects in both replacement and word order.	4.3 Marie a reçu une lettre de Louis ce matin. Il la lui a envoyée. lui = _____ a: Louis b: une lettre c: Marie d: ce matin
	4.4 Students will be able to properly employ the reflexive pronouns in both replacement and word order.	4.4 Nous _____ appelons "Les édudiants stupides." a: me b: te c: vous d: nous

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	5. By the end of Stage A, students of French will be able to utilize verb tenses appropriate to the structure of the language, as measured by minimum criteria on an ORT. 5.1 Students will be able to apply orthographic changing verbs in context. 5.2 Students will be able to apply irregular verbs in context.(verbs can be found in the Stage A Vocabulary List)	5. The following should be considered minimal for Stage A: present — passé composé future — imperfect conditional — subjunctive present 5.1 Vous mangez quelquefois du poisson? Nous (mangeons) quelquefois du poisson? 5.2 A. Hier elle _____ malade. a: est b: sera c: perait d: a eté B. Je sais le sujet. Je (connais) l'homme.
	6. By the end of Stage A, students of French will be able to accurately position negatives within the sentence structure (e.g., ne pas, ne plus, ne...ni... ni, etc.), as measured by minimum criteria on an ORT.	6. Translate the following sentences into French utilizing the correct position of the negative: a: I have never read the book (ne jamais). b: I have not read the book (ne pas). c: I read neither books nor newspapers (ne...ni...ni). d: I only read books (ne que).

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	7. By the end of Stage A, students of French will be able to correctly utilize prepositions in the French language (e.g., dans vs. en with time, à vs. en with geographic location, etc.), as measured by minimum criteria on an ORT.	7. Translate the word in the blank: A. Je reste (near) le magasin a: loin de b: près de c: autour de d: à côté de B. je vais (to) Paris a: en b: à c: de d: par
	8. By the end of Stage A, students of French will be able to utilize adverbs in the French language, as measured by minimum criteria on an ORT.	
	8.1 Students will be able to form regular and irregular adverbs (e.g., heureusement, vraiment, etc.).	8.1 Change the following adjectives to adverbs: a: facile (facilement) b: mauvais (mal)
	8.2 Students will be able to position adverbs when used with simple and compound tenses.	8.2 Rewrite the following sentences using bien: a: Il a fait. (Il a bien fait.) b: Il étudie. (Il étudie bien.)
	9. By the end of Stage A, students of French will be able to apply subject-verb agreement in their use of the language (e.g., person, number, etc.), as measured by minimum criteria on an ORT.	9. Supply the correct form of the verb (jouer): a: The boys _____(are playing.) b: The girl _____(is playing).

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	10. By the end of Stage A, students of French will be able to use commond expressions, including singular/plural, formal/ informal, affirmative/negative, and object pronoun position, as measured by minimum criteria on an ORT.	
	11. By the end of Stage A, students of French will employ the language so that articles, nouns, and adjectives, (both number and gender) are in agreement and proper position, as measured by minimum criteria on an ORT.	11. Add the appropriate form of the word in parenthesis: a: Voici une maison (blanc). b: Voici un arbre, (vieux).
	12. By the end of Stage A, students of French will exhibit their ability to express possession in the language (e.g., de le livre de Marie être à, adjectives, pronouns, etc.) as measured by minimum criteria on an ORT.	12. Complete the sentence: "Est-ce ta serviette?" "Oui c'est à (moi)."
	13. By the end of State A, students of French will exhibit their ability to use demonstratives in the language (e.g., ce, celui, etc.), as measured by minimum criteria on an ORT.	13. Supply the French word for these, those, that, or this in the blanks: a: (_____) tables b: (_____) arbre c: (_____) garçon d: (_____) omelette
	14. By the end of Stage A, students of French will exhibit their ability to employ interrogatives, to include expressions such as: à quelle heure, quel temps fait-il, de quelle couleur, etc., as measured by minimum criteria on an ORT.	14. Quel temps fait-il? _____ heure est-il?
	14.1 Students will be able to use interrogative pronouns (qui, que, preposition + quoi, qu'est-ce qui, qu'est-ce que, qui est-ce que)	14.1 Give the appropriate question: Robert vient _____ vient (Qui est-ce qui)

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	15. By the end of Stage A, students of French will demonstrate that they can use superlatives and comparatives such as plus, moins, aussi, si, etc., as measured by minimum criteria on an ORT.	15. Translate: a: He is the most intelligent in the class. (_____) b: He is taller than his brother. (_____)
	16. By the end of Stage A, students of French will demonstrate that they can use conjunctions (e.g., mais, et, si, que, ou, parce que, etc.), as measured by minimum criteria on an ORT.	
	17. By the end of Stage A, students of French will demonstrate that they can utilize contractions and elisions, (e.g., à + le→au, à + les→aux, de + le→du de + les→des, le, la, l', ce, ne, se, me, te, c', n', s', m', t', etc.), as measured by minimum criteria on an ORT.	17. Ou va-t-il? Il va _____ restaurant. 1. à la 2. au 3. aux 4. de

FRENCH - STAGE A

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
)ral Skills	1. By the end of Stage A, students of French will be able to speak with proper intonation and stress in a dialogue situation, as measured by minimum criteria on an objectives-referenced test (ORT). 2. By the end of Stage A, students of French will be able to participate in a conversation about a familiar topic with the teacher and/or other students, as measured by minimum criteria on an ORT. 3. By the end of Stage A, students of French will be able to repeat orally a brief account of something which the student listens to or reads in French, as measured by minimum criteria on an ORT. 4. By the end of Stage A, students of French will be able to read aloud, with proper pronunciation, intonation and stress, from a familiar text, as measured by minimum criteria on an ORT.	The dialogue and conversational situations should be based upon the Stage A vocabulary. Some situations which might be used in dialogues are: a: greetings and courtesies b: introductions and names c: classroom and studies d: family and nationality e: calendar (days, months, dates) f: numerals (money, francs) g: time h: food i: clothing j: communications (letters, mail, telephone, magazines, newspapers)

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Language Comprehension	1. By the end of Stage A, students of French will be able to comprehend the content of a conversation on familiar topics between two or more persons, as measured by minimum criteria on an objectives-referenced test (ORT). 1.1 Given a short dialogue concerning the day's activities, the student will be able to answer questions in English or French based upon what was said in French. 1.2 Given a short dialogue concerning a topic of interest (e.g., the weather, local news, etc.), the student will be able to answer questions in English or French based on the content of the conversation.	Dialogue should be based on Stage A Vocabulary. Possible techniques: Taped listening comprehension selections Teacher-student oral questions. Summarizing what was said in French Retelling what was said True-false statements Recognition of logical sequences of thought
	2. By the end of Stage A, students of French will be able to comprehend reading material based upon familiar topics, as measured by minimum criteria on an ORT.	2. A. "Je suis allée boire du coca dans un café. J'y ai rencontré ma cousine, Françoise, qui est étudiante à la Faculté des Sciences Politiques depuis deux ans. Elle avait l'air heureux parce qu'elle n' avait plus de cours pour cette semaine. Nous avons parlé pendant quelques minutes, et puis on a décidé d' aller tout de suite ensemble au ciné, parce qu' un film allait commencer à 15 heures." 1. Qui parle? _____ a: une jeune fille b: un homme c: un garçon d: une faculté

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
		2. L'action se passe _____ a: un après-midi b: à 15 heures c: à minuit d: un soir B. Jean-Pierre est fatigué parce qu'il est rentré très tard ce soir. Sa femme le plaint et lui prépare un bon dîner parce qu'il a travaillé longtemps aujourd'hui et il a faim. Après son repas il s'assied sur une chaise, allume une cigarette et lit avec plaisir un journal. Malheureusement il doit aller à l'école à 7 heures du matin écrire un examen. Il est professeur, le pauvre. 1. Après une longue journée, Jean-Pierre _____. a: arrive chez lui b: va au bureau c: dîne avec une amie d: se couche tout de suite 2. lui = _____ a: Jean-Pierre b: sa femme c: l'école d: la maison

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Culture	1. By the end of Stage A, students of French will be able to identify at least three salient influences of French culture on the United States (e.g., language arts, literature, foods, etc.), as measured by minimum criteria on an objectives-referenced test (ORT).	
	2. By the end of Stage A, students of French will be able to identify major geographical features of Algeria, Senegal, Martinique, the countries where the French language is spoken, as measured by minimum criteria on an ORT.	
	2.1 Given a map of France the student will be able to locate and name major physical features (e.g., rivers, borders, mountains, etc.).	2.1 Les montagnes qui séparent la France et l'Espagne: a: les Alpes b: les Pyrénées c: les Vosges d: le Jura
	2.2 Given the use of a map of France the student will be able to identify major regions and their chief economic products.	2.2 The two major grape-growing regions of France are: a: Bordeaux b: Normandie c: Bourgogne d: Flandres
	2.3 Given the use of maps, the student will be able to identify major cities and ports.	2.3 Grand port méditerranéen: a: Cherbourg b: le Havre c: Bordeaux d: Marseille

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	3. By the end of Stage A, students of French will be able to name the major holidays and religious festivals of the French-speaking countries (e.g., Christmas season, Holy Week, etc.), as measured by minimum criteria on an ORT.	
	4. By the end of Stage A, students of French will be able to name the major recreational activities and sports of the French-speaking countries, as measured by minimum criteria on an ORT.	
	5. By the end of Stage A, students of French will recognize the National Anthem of France as well as some of the songs which have been traditionally popular in French-speaking countries (e.g., "Au Clair de la Lune," "A la Claire Fontaine," "Chevaliers de la table ronde, " as measured by minimum criteria on an ORT.	
	6. By the end of Stage A, students of French will recognize those customs which are commonly accepted in French-speaking countries, as measured by minimum criteria on an ORT.	
	6.1 Given a simulated dining situation, the student will demonstrate his knowledge of customs concerning meals (e.g., position of hands at table, courses, meal hours, types of food, etc.).	
	6.2 Given a simulated shopping trip, students will be able to shop for basic items, name types of markets and specialty shops, etc.	6.2 Pour acheter du pain on va à la a: boucherie b: boulangerie c: crémerie d: charcuterie

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	6.3 Students will recognize the polite and familiar forms of courtesies and greetings.	6.3 Un jeune Français ne dit jamais "tu" _____. a: a sa mère b: a son professeur c: a sa soeur d: a son chien
	7. By the end of Stage A, students of French will be able to exhibit an understanding of the differences between French and American family life as measured by minimum criteria on an ORT.	
	8. By the end of Stage A, students of French will be able to demonstrate knowledge of common French gesture (e.g., shaking hands, expressions of disgust, etc.), as measured by minimum criteria on an ORT.	
	9. By the end of Stage A, students of French will be able to name the French regions outside of continental France where the French language is commonly spoken (e.g., Québec, the Indies, Morocco, etc.), as measured by minimum criteria on an ORT.	9. Après Paris, la plus grande ville du monde ou l' on parle français: a: Marseille b: Montréal c: Lyon d: Toulouse

French Vocabulary, Stage A

A

a
abord ('d)
absent
absolument
accent
accident
accompagner
accord (d')
achat
acheter
actif
action
actuel
addition
adieu
adresse
âge
agent
agir
agréable
aimable
aimer
ainsi
air
Allemagne
allemand
allée
aller
alors
ami
amour
amuser
ancien
Angleterre
anglais
animal
année
août
appeler
apprendre
après
après-midi
arbre
argent
arrêt
arrêter
arriver
ascenseur
asseoir
assez
assiette
assister
attendre
aujourd'hui
aussi
auto
autobus
automne
autour
autre
avance
avant
avec
avenue
aveugle
avion
avoir
avoir l'air de
avoir besoin de
avoir chaud
avoir faim
avoir froid
avoir peur
avoir raison
avril

B

baggage
bain
bas
bâtiment
bâtir
battre
beau
beaucoup
besoin
bête
beurre
bibliothèque
bicyclette
bien
bientôt
billet
blanc
bleu
blond
boeuf
boire
bois
boisson
boîte
bon
bonjour
bonsoir
bouche
boucherie
boulangerie
bras
brosse
brosser
bruit
brun
bureau

C

ça
cacher
cadeau
café
cahier
camion
campagne
capitale
carnet
carré
carte
carte postale
cas
cathédrale
causer
cave
ce
cela
celle, celui
cent
centre
cependant

C (con't.)

certain
ces
c'est-à-dire
cet,cette
ceux
chacun
chaise
chambre
champ
chance
changer
chanson
chanter
chapeau
chaque
charcuterie
charmant
chat
château
chaud
chauffage
chaussette
chaussure
chef
chemin
chemise
cher
chercher
cheval
cheveu
chez
chien
choisir
chose
ci
ciel
cinéma
cinq
cinquante
cinquième
cité
citoyen
civilisation
classe
clé
coeur
coiffeur
coin
collège
colline
comédie
commander
comme
commencement
commencer
comment
complet
comprendre
compter
concert
concierge
conduire
confiance
connaissance
connaître
construire
conte
content
continuer
contraire
contre
côte
côté
coucher
couleur
coup
couper
cour
courir
cours
course
court
cousin
couteau
coûter
craie
craindre
cravate
crayon
crème
croire
cuiller
cuisine
culture

D

dame
dangereux
dans
danser
date
de
debout
décembre
décider
défendre
dehors
déjà
déjeuner
demain
demander
demi
depuis
dernier
derrière
des
descendre
désirer
dessert
deux
deuxième
devant
devenir
devoir
dictionnaire
dieu
différence
difficile
dimanche
dîner
dire
disque
distance
divorce
dix
dix-huit
dix-huitième
dixième
dix-neuf
dix-neuvième
dix-sept
dix-septième
doigt
dommage
donc
donner
dont
dormir

D (con't.)

dos
douter
douzaine
douze
douzième
drapeau
droit
du
dur

E

eau
échouer
école
écouter
écrire
écrivain
édifice
éducation
effacer
effet
égal
église
élève
elle, elles
emploi
emprunter
en
encore
endroit
enfant
enfin
enseigner
ensemble
ensuite
entendre
entre
entrer
enveloppe
envie
environ
envoyer
épicerie
équipe
erreur
escalier
espace
Espagne
espagnol
espèce
espérer
essayer
essence
est
est-ce-que
et
étage
état
été
étranger
être
étroit
étude
étudiant, étudiante
étudier
examen
exemple
exercice

F

face
facile
façon
facteur
faim
faire
faire beau
faire peur
falloir
famille
fatigué
faute
faux
femme
fenêtre
fermer
fête
feuille
février
fille
film
fils
fin
finir
fleur
fleuve
fois
fourchette
frais
France
français
frère
froid
fromage
fruit

G

gagner
garçon
gare
gâteau
gauche
gens
gentil
gorge
grand
grand'mère
grand'père
grands-parents
gris
gros
guerre

H

habiller
habiter
habitude
haricot
haut
heure
heureux
histoire
hiver
homme
honnête
honte
horloge
hors-d'oeuvre
hôtel
huit
huitième

I

ici
idéal
idée
il, ils
image
imaginer

I (con't.)

immeuble
impatience
imperméable
importance
important
impossible
indien
industrie
information
insister
institution
intelligent
intéressant
inventer
invention
Italie
italien

J

jamais
  ne - jamais
jambon
janvier
jardin
jaune
jazz
je
jeudi
jeune
joli
jouer
jouet
jour
journal
journée
juillet
juin
jupe
jusqu'à
juste
justice

K

kilo
kilomètre
kilogramme

L

la, le, les
là
là-bas
là-dedans
là-dessous
là-dessus
laid
lait
lapin
large
laver
le, les, la
leçon
lecteur
légume
lentement
lettre
leur, leurs
lever
lèvres
liberté
lire
lit
livre
loin
long
longtemps
lui, leur
lumière
lundi
lycée

M

M., monsieur
ma, mon, mes
machine à laver, à coudre, à écrire
madame
mademoiselle
magasin
magazine
mai
maigrir
main
maintenant
mais
maison
mal
malade

M (con't.)

maman
manger
manquer
manteau
marcher
mardi
mariage
marier
marron
mars
match
mathématiques
matière
matin
mauvais
me, moi
même
ménage
  faire le ménage
  femme de ménage
menu
mer
merci
mercredi
mère
mes, mon, ma
métro
meuble
midi
mieux
  aimer mieux
  tant mieux
millionnaire
minéral
miniature
minuit
minute
miroir
mixte
modèle
moderne
moi, me
moins
mois
moment
mon, ma, mes
monde
  tout le monde
monsieur, M.
montagne
monter
montre
montrer
monument
mot
moustache
multiplication
musée
musique

N

nager
nationalité
naturel
naturellement
ne - jamais
ne - pas
ne - plus
ne - rien
neiger
nerveux
n'est-ce pas
neuf
neuvième
neveu
nez
nièce
noir
nombre
non
nom
nord
normal
nos, notre
note
notre, nos
nous
nouveau
novembre
nuit
numéro

O

occupé
octobre
oeil
oeuf
on
oncle
onze
onzième
opinion
orange
orangeade
oreille
orthographe
ou
où
ouest
oui
ouvert

P

page
pain
paire
paix
pantalon
papa
papier
paquet
par
parce que
pardessus
pardon
parents
paresseux
parler
partir
pas
passeport
passer
patient
patin
pays
pêche
peine
pendant
pénible
père
permettre
personne
personnel
petit
petit déjeuner
peu
peuple
peut-être
photo
piano
pied
ping-pong
pipe
pis
  tant pis
piscine
pitié

P (con't.)

plaire
plage
plaisir
pleuvoir

plus
plutôt
poème
point
poisson
police
pont
port
porte
poser
possible
poste
pour
pourquoi
pourtant
pouvoir
préférer
premier
prendre
préparer
près de
présenter
presque
pressé
prêt
prêter
principal
printemps
prix
problème
prochain
professeur
progrès

pouvoir
public
puis
pull-over

Q

qualité
quand
quand même
quantité
quarante
quart
quatorze
quatre
quatre-vingts
quatre-vingt-dix
quatrième
que
quel
quelque
quelque chose
quelqu'un
qu'est-ce que
question
queue
qui
quinze
quinzième
quitter
quoi
quoique

R

racine
raconter
radio
raisin
raison
rang
ranger
rapide
rappeler
rapport
rare
raser
rat
réalité
recevoir
récit
récolte
reconnaître
réfléchir
réforme
réfrigerateur
refuser
regarder
régime
région
règle
régner
regretter
régulier
relation
religion
religieux
remarquable
remercier
remplacer
remplir
rencontrer
rendre
renseignement
reparer
repas
répéter
répondre
reposer
république
réserver
respect
respirer
ressembler
restaurant
rester
retard
réunion
réussir
réveiller
revenir
rêver
révolution
rez-de-chaussée
riche
rideau
rien
rire
riz
robe

roi
rôle
rond
roue
rouge
rouler
route
rue

S

sa, son, ses
sac
sage
sain
saisir
saison
salade
salle
salon
salut
samedi

S (con't.)

sang
sans
santé
satisfaire
satisfaction
sauf
sauver
savoir
savon
scène
scolaire
se, soi
sec
secours
secret
second
section
seize
seizième
sel
selon
semaine
sembler
sens
sentiment
sentir
séparer
sept
septième
septembre
sérieux
servir
ses, son, sa
seul
seulement

si
siècle
sien
signifier
silence
silencieux
simple
simplement
situation
situer
six
sixième
social
société
soeur
soi, se
soir
soixante
soixante-dix
soleil
solide
sommeil
son, sa, ses
sonner
sorte (de sorte que)
sortir
soudain
souffrir
soupe
source
sourd
sourire
sous
souvenir
spécial
spectacle
spectateur
sport
statue
succès
sucre
sud
suivre
sujet
sur
sûr

surface
surtout
système

T

ta, ton, tes
table
tableau

taire
tant
  tant mieux
  tant pis
tante
tard
tasse
taxe
taxi
te, toi
tel
téléphoner
téléphone
télévision
température
temps
tendre
tenir
tenter
terminer
terre
terrible
tes, ta, ton
tête
thé
théâtre
tien
tigre
timbre
tissu
toi, te
toit
tomate
tomber
ton, ta, tes
tort
tôt
toucher
toujours
tour
touriste
tousser
tout
  tout à coup
  tout à fait
  tout à l'heure
  tout de suite
  tout le monde
traduire
train
travail
treize
treizième
trente
très
triste
trois
troisième
trop
trou
trouver
tu

U

un
utile

V

vacances
vaisselle
vallée
variété
vendeur
vendre
vendredi
venir
vent
vérité
verre
vers
vert
vêtement
viande
vide
vie
vieux
vif
village
ville
vingt

violent
visage
visiter
vite
vivre
voici
voilà
voir
voisin
voiture
voix
volontiers
vos, votre
voter
votre, vos
vouloir
vous
voyage
vrai
vraiment
vue

Y

y

Z

zéro

Performance Objectives

for

German Language Instruction

Stage A

48

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of the

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Sound System	1. By the end of Stage A, students of German will be able to recognize elements of the sound system by hearing designated individual sound differences, as measured by minimum criteria on an objectives-referenced test (ORT). 2. By the end of Stage A, students of German will demonstrate use of the sound system by writing designated sounds from dictation, as measured by minimum criteria on an ORT.	
Vocabulary	1. By the end of Stage A, students of German will demonstrate comprehension of a basic vocabulary of 750 content words plus function words, both spoken and written, as measured by minimum criteria on an objectives-referenced test (ORT). 2. By the end of Stage A, students of German will be able to apply vocabulary by using the 750 word vocabulary meaningfully in context, as measured by minimum criteria on an ORT.	1. See attached Stage A vocabulary list. 2. Das ist: a: ein Schiff. b: ein Flugzeug. c: ein Auto. d: ein Zug. Find the English word that most accurately represents the meaning of the German word on the left: der Monat a: the month; b: the week; c: the hour; d: the year. Find a word that has the same or similar meaning as the first word on the left: anfangen a: haben b: beginnen c: lachen d: nehmen

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
		2. (con't.) Find the word that is opposite in meaning to the first word on the left: hell a: groB b: teuer c: dunkel d: langsam
	3. By the end of Stage A, students of German will demonstrate use of the vocabulary by writing simple statements describing pictures, as measured by minimum criteria on an ORT.	
Grammatical Structure	1. By the end of Stage A, students of German will demonstrate the correct use of definite and indefinite articles in a sentence or phrase, as measured by minimum criteria on an objectives-referenced test (ORT).	1. Choose the correct form of the definite article before the noun: _____ Haus ist groB. a: der; b: die; c: den; d: das
	2. By the end of Stage A, students of German will exhibit the appropriate use of noun cases (nominatives, datives, accusatives), as measured by minimum criteria on an ORT.	2. Select the correct word to complete the sentence: Nimm _____ Bleistift. a: der; b: die; c: das; d. den
	3. By the end of Stage A, students of German will recognize the use of noun plurals as found in the German language, as measured by minimum criteria on an ORT.	3. Choose the correct plural form: Welchen Brief liest du? Welche _____ liest du? a: Briefes; b: Briefen; c: Briefe d: Brief

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	4. By the end of Stage A, students of German will demonstrate subject-verb agreement, as measured by minimum criteria on an ORT.	4. Supply the correct verb in the blanks: a: Das Büch ist blau. Die Bücher (sind) blau. b: Der Schüler liest. Die Schüler (lesen) .
	5. By the end of Stage A, students of German will demonstrate the use of independent clauses, as measured by minimum criteria on an ORT. 6. By the end of Stage A, students of German will show that they can use correct basic word order in specific kinds of sentences (e.g., question, negation of the entire sentence, statements--normal and inverted, etc.), as measured by minimum criteria on an ORT.	5 & 6. a: Change the following statement to a question: Sie schlafen sehr lange. (Schlafen sie sehr lange?) b. Change the following sentence to a negative statement: Sie schlafen sehr lange. (Sie schlafen nicht sehr lange). c. Rewrite the following sentence beginning with heute. Sie schlafen sehr lange. Heute (schlafen sie sehr lange). d. Rewrite the following sentence omitting wollen: Wir wollen die ganze Nacht schlafen. (Wir schlafen die ganze Nacht.)

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	7. By the end of Stage A, students of German will be able to use coordinating conjunctions, as measured by minimum criteria on an ORT.	7. Combine the following two sentences using the conjunction aber: Es ist heute Kalt. Es ist schön. (Es ist heute Kalt, aber es ist schön).
	8. By the end of Stage A, students of German will demonstrate their ability to utilize personal pronouns (subject and object) in the language, as measured by minimum criteria on an ORT.	8. a. Replace the underlined words with the correct form of the pronoun: Ich sehe die Frau nicht: a: ihn; b: sie; c: ihr; d: es b. Choose the correct word in order to complete the German sentence: He does not hear me. Er hört _____ nicht. a. mir; b. ich; c. mein; d. mich
	9. By the end of Stage A, students of German will utilize correct verb forms (e.g., present, present perfect tenses, simple past of sein and haben; present tense of modals, etc.), as measured by minimum criteria on an ORT.	9. a. Choose the correct verb form. Eva _____ gerne Milch. a: trinken; b: trink; c: trinkst d: trinkt b. Choose the correct form of the verb. Wir _____ hier warten. a: müssen; b: muβt; c: muB d: müBt

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
		c. Choose the most suitable word in order to complete the given sentence according to the English translation. Here is Karl's book. Do you want to read it? Hier ist Karls Buch. _____ du es lesen? a: willst; b: sollst; c: darfst; d: muBt
53	10. By the end of Stage A, students of German will be able to utilize verbs with separable prefixes, as measured by minimum criteria on an objectives-referenced test (ORT).	10. Complete the sentences with the correct form of the verbs given in parentheses: a. (aufstehen) Ich (stehe) um sechs Uhr (auf). b. (mitnehmen) Was (nehmt) ihr zur Schule (mit) ? c. (zumachen) Wir (machen) alle Fenster (zu) .

TOPIC	PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	11. By the end of Stage A, students of German will be able to utilize all forms of command expressions (formal and familiar address), as measured by minimum criteria on an objectives-referenced test (ORT).	11. Choose the correct form for the command in each sentence: Kurt, go to the door. Kurt, _____ an die Tur. a: gehst; b: geh; c: gehen; d. geht
	12. By the end of Stage A, students of German will be able to employ negatives (e.g., nicht, kein, nie, etc.), in the German language, as measured by minimum criteria on an ORT.	12. Select the number where the negation given in parentheses should go. Blacken the appropriate space. Er _____ geht heute _____ in den _____ 1 2 3 Wald _____. (nicht) 1 - 2 - 3 - 4
	13. By the end of Stage A, students of German will be able to correctly utilize prepositions (basic meaning) plus case, as measured by minimum criteria on an ORT.	13. Of the four choices listed, choose the correct word that fits in the sentence. a. The book lies on the table. Das Buch liegt auf _____ Tisch. a: die; b: der; c: dem; d: das b. Maria comes with her sister. Maria kommt mit _____ Schwester. a: ihrer; b: ihr; c: ihren; d: ihres
	14. By the end of Stage A, students of German will demonstrate that they can form contractions, as measured by minimum criteria on an ORT.	14. Rewrite the following sentences using the contracted form of the prepositional phrases: a. German to English: Er geht ins Zimmer. (He goes into the room.) b. English to German: He stands by the window. (Er steht am Fenster.)

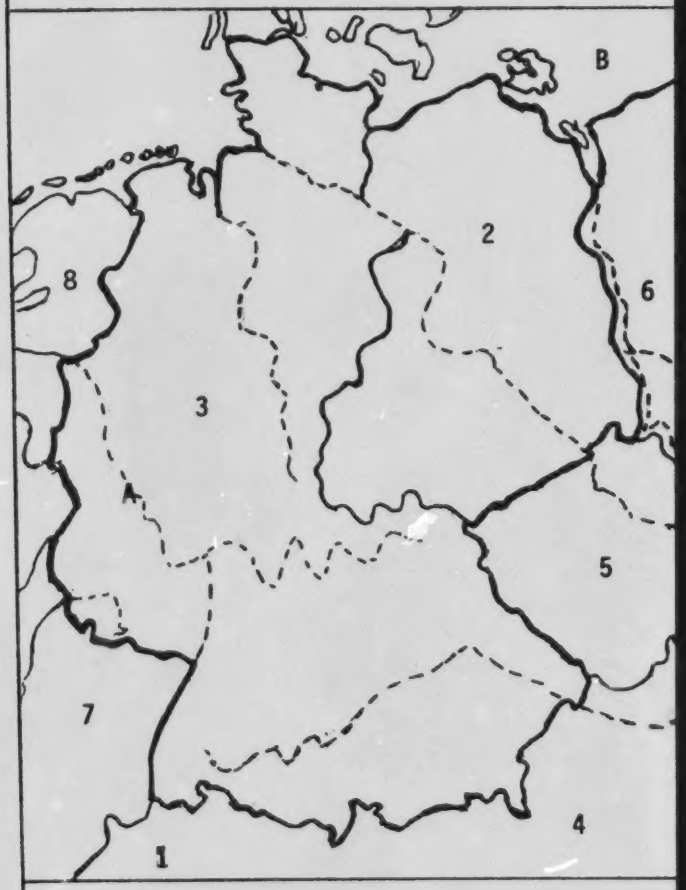
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	15. By the end of Stage A, students of German will recognize the use of possessive adjectives in the German language, as measured by minimum criteria on an ORT.	15. Of the four choices listed, select the one that fits into the sentence. (My)_____ Mutter ist nicht hier. a: Mein; b: Meine; c: Meinen d: Meines
	16. By the end of Stage A, students of German will be able to recognize the use of demonstrative pronouns in the structure of a sentence, as measured by minimum criteria on an ORT.	16. Was ist (that) _____? a: dem; b: diese; c: das; d: die
	17. By the end of Stage A, students of German will recognize the proper use of interrogatives in sentences asking a question, as measured by minimum criteria on an ORT.	17. Of the four choices listed, choose the correct question word. Who is this man? _____ ist dieser Mann? a: Wer; b: Wenn; c: Wem; d: Wo
	18. By the end of Stage A, students of German will be able to recognize the proper utilization of adverbs, as measured by minimum criteria on an ORT.	
	19. By the end of Stage A, students of German will properly employ the uninflected adjective in their use of the German language, as measured by minimum criteria on an ORT.	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Oral Skills	1. By the end of Stage A, students of German will be able to speak with proper intonation and stress in a dialog situation, as measured by minimum criteria on an objectives-referenced test (ORT). 2. By the end of Stage A, students of German will be able to participate in a conversation about a familiar topic with the teacher/and or other students, as measured by minimum criteria on an ORT. 3. By the end of Stage A, students of German will be able to repeat orally a brief account of something which he listens to or reads in German, as measured by minimum criteria on an ORT. 4. By the end of Stage A, students of German will be able to read aloud, with proper pronunciation and stress, from a familiar text, as measured by minimum criteria on an ORT.	
Language Comprehension	1. By the end of Stage A, students of German will be able to comprehend the content of a conversation on familiar topics between two or more people, as measured by minimum criteria on an objectives-referenced test (ORT). 1.1 Given a short dialogue in German about the weather between two or more people, the student will be able to answer questions in English based on what was said.	1. Comments: The teacher might use the following kinds of techniques: -taped listening comprehension selections -teacher/student oral questions -summarizing what was said -retelling what was said in English -true/false statements (e.g.,"It snows in summer." -recognition of logical sequence of thought

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	1.2 Given a short dialogue in German between two or more people which deals with current topics in the news, the student will be able to answer questions in English based on the conversation.	
	2. By the end of Stage A, students of German will be able to comprehend reading material based on familiar topics, as measured by minimum criteria on an objectives-referenced test (ORT).	2. Each question is followed by four replies. Select the most appropriate one:
	2.1 Given a reading passage in German about the weather, students will be able to answer questions orally and/or in writing, taken from the passage.	Wo ist die Katze? a: Auf dem Lande. b: Ich bin Lehrer. c: Gestern abend. d: Es ist neun Uhr.
	2.2 Given a reading passage in German dealing with the subject of travel, students will be able to answer questions orally and/or in writing about the passage.	Read the following text carefully; then answer the questions by choosing the most likely answer from the suggested statements. Write the letter of your choice in the space provided. "Hans, wie ist das Wetter?" "Es ist sehr schön. Die Sonne scheint." "Ist es auch heiß?" "O ja, und der Wind ist nicht stark." "Das ist ja sehr schön. Dann können wir ohne Mantel gehen." "Das ist richtig. Müssen wir lange laufen?" "Nein, zum Theater sind es nur fünf Minuten."

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
		The weather is: a: very cold. b: rainy and snowy. c: just fine. d: sunny but cold. The two want to go to the theater. They: a: take a car. b: walk c: decide not to go. d: take a taxi.
Writing	1. By the end of Stage A, students of German will demonstrate the ability to write German from dictation, as measured by minimum criteria on an objectives-referenced test (ORT). 1.1 Given a selection from a familiar text orally, the student will be able to write or print what is dictated. 1.2 Given a passage from dictation, the student will be able to write what is said employing appropriate spelling, punctuation, grammar.	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Culture	1. By the end of Stage A, students of German will be able to recognize major geographical aspects of the German-speaking countries (German Federal Republic, German Democratic Republic, Austria and Switzerland), as measured by minimum criteria on an objectives-referenced test (ORT).	Note: Geographical names should be learned utilizing the German spelling.
	1.1 Given a map of the German-speaking countries, students will be able to locate and name major mountain ranges.	
	1.2 Given the use of maps, students will be able to locate and name major cities and regions within German-speaking countries.	
	1.3 Given a map, students will be able to locate and name neighboring countries of the German-speaking countries.	1.3 In the map (see following page), Number represents: a: Osterreich b: Frankreich c: Bundesrepublik Deutschland d: Deutsche Demokratische Republik e: None of the above
	1.4 Given a map, students will be able to locate and name prominent geographical areas in and around the German-speaking countries.	1.4 In the map (see following page), the letter B represents: a: Lake Geneva b: Alpen c: Nordsee d: Ostsee e: Bay of Biscay

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
09		 Borders are represented by solid lines. Rivers are represented by dotted lines

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	1.5 Given a map, students will be able to locate and name major rivers in the German-speaking countries.	1.5 In the map (see preceding page), the letter "A" represents which river? a: Rhein b: Seine c: Elbe d: Mosel
	1.6 Given the use of a map, students will be able to locate and name the German-speaking countries in Europe.	1.6 Which number on the map represents the following countries? a: Bundesrepublik Deutschland (3) b: Deutsche Demokratische Republik (2) c: Schweiz (1) d: Osterreich (4)
	2. By the end of Stage A, students of German will demonstrate knowledge of general historical and political events since 1945, as measured by minimum criteria on an objectives-referenced test (ORT). 2.1 Students will be able to correctly respond to questions about important events in the history of the German-speaking countries (e.g., division of East and West Germany, etc.). 2.2 Students will be able to respond to questions about important political personalities in historical and contemporary Germany (e.g., Bismarck, Hitler, Brandt, Hindenburg, Adenauer, etc.).	2. When was West Germany (the Federal Republic) founded? a: 1945 b: 1956 c: 1949 d: 1965

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	3. By the end of Stage A, students of German will be able to name the major holidays of the German-speaking countries, as measured by minimum criteria on an ORT.	3. Christmas is called _____ in German. a: Ostern b: Weihnachten c: Pfingsten d: Ferien
	4. By the end of Stage A, students of German will be able to name the major amusements, sports and recreational activities enjoyed by the German-speaking people, as measured by minimum criteria on an ORT.	
	5. By the end of Stage A, students of German will be able to name the seasons and tell time in German, as measured by minimum criteria on an ORT.	5. The concert is over at 22 Uhr. This is _____: a: 8:00 p.m. b: 10:00 p.m. c: 6:00 p.m. d: 2:00 p.m.
	6. By the end of Stage A, students of German will be able to recognize and name the general climatological (weather) characteristics of the German-speaking countries, as measured by minimum criteria on an ORT.	
	7. By the end of Stage A, students of German will be able to name all of the basic numbers (cardinal and ordinal) in German, as measured by minimum criteria on an ORT. 7.1 Students will be able to employ the decimal system in German.	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	8. By the end of Stage A, students of German will be able to recognize the standard measuring systems (e.g., weight, monetary, temperature, distance, volume, etc.), as measured by minimum criteria on an ORT.	8. There are _____ Pfennig in a Mark: a: 100 b: 12 c: 25 d: 10
	9. By the end of Stage A, students of German will be able to employ the polite and familiar forms of greetings, as measured by minimum criteria on an ORT.	9. Which of the following people would you address as "Sie," and which as "du"? a: your father and mother (du) b: your aunt and uncle (du) c: your dog and the boy next door (du) d: your principal and teacher (Sie)

Alphabetical Checklist, Stage A Vocabulary & Idioms

A

Abend 17
Abendbrot 27
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aber 45
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achte 14
achtzehn 14
achtzig 14
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als 45
alles 45
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am Morgen - Idiom 1
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Angst haben - Idiom 1
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April 12
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Arm 22
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auf 45
auf deutsch - Idiom 1
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Auf Wiedersehen! - Idiom 1
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Bein 22
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Berg 21
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Besuch 34
besuchen 34
Bett 26
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Bibliothek 31
Bier 29
Bild 2
billig 33
Birne 19
bis 45
bisschen 45
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bitte sehr - Idiom 1
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Bluse 10
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Brot 28
Bruder 6
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einundzwanzigste 14
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Eisenbahn 36
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Eltern 6
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Esel 18
es friert 24
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Sie 45
sieben 14
siebte 14
siebzehn 14
siebzig 14
Silber 32
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so 45
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sofort 41
Sohn 6
solcher 45
Soldat 9
sollen 45
Sommer 13
sondern 45
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stellen 30
sterben 7
Stern 20
still 44
Stimme 5
Stock 2
Stoff 32
Strasse 31
Strassenbahn 31
Strumpf 10
Stück 43
Stück Brot - Idiom II
Student 1
studieren 1
Stuhl 26
Stunde 17
Sturm 24
suchen 37
Suppe 28
Süden 20
süss 29

T

Tafel 2
Tag 17
Tante 7
Tanz 38
tanzen 38
Tasche 10
Taschentuch 10
Tasse 30
Tasse Kaffee - Idiom II
tausend 14
Tee 29
Teil 16
Telefon 26
Teller 30
Tennis 15
Teppich 26
teuer 33
Theater 38
tief 20
Tier 18
Tiger 18
Tinte 2
Tisch 26
Tischtuch 30
Tochter 6
Tonband 2
Tonbandgerät 2
tot 7
tragen 10
Traube 19
träumen 40
traurig 39
treffen 37
Treppe 25
trinken 27
Tulpe 19
tun 37
Tür 2

U

über 45
überall 42
übermorgen 17
übersetzen 4
Übung 4
Uhr 2
um 45
um sechs Uhr = Idiom II
um wieviel Uhr - Idiom II
und 45
ungefähr 43
unrecht - Idiom I
unser 45
unten 42
unter 45
Untergrundbahn 31
Untertasse 30

V

Vater 6
verbessern 4
Vereinigte Staaten 35
vergessen 40
verkaufen 33
Verkäufer 9
verlieren 37
verstehen 3
Vetter 7
viel 45
viele 45
vielleicht 45
Viel Vergnügen! - Idiom II
vier 14
vierte 14
Viertel 16
vierzehn 14
vierzig 14
Vogel 18
voll 29
von 45
vor 45
vor Freude - Idiom II
vorgestern 17
Vorhang 26
Vormittag 17
vor vielen Jahren - Idiom II

W

wachsen 19
Wagen 36
Wald 21
Wand 2
wandern 38
wann 45
warm 24
warten 37
warten auf - Idiom II
warum 45
was 45
waschen 23
was für - Idiom II
Was ist los? - Idiom II
Wasser 29
Wasserschi laufen - 15
wecken 37
Weg 21
weh tun - Idiom II
weich 44
Weihnachten 13
Wein 29
weinen 39
weiss 8
weit 42
welcher 45
Welt 20
wenig 45

wenige 45
weniger 16
wer 45
werden 40
werfen 15
Westen
Wetter 24
wie 45
wieder 45
wiederholen 4
Wie geht es I nen? - Idiom I
Wie heissen sie? - Idiom I
wieviel 33
Wieviel Uhr ist es? - Idiom I
Wind 24
Winter 13
wir 45
Wirklich - 45
Wischer 2
wissen 40
wo 45
Woche 17
woher 45
wohin 45
wohl 23
wohnen 6
Wohnzimmer 25
Wolke 24
Wolle 32
wollen 45
Wort 4
wunderbar 44
wünschen 40
Wurst 28

Z

Zahl 14
zahlen 33
zahlen 16
Zahnarzt 9
Zahnweh 23
zehn 14
zehnte 14
zeigen 2
Zeit 17
Zeitung 31
ziehen 37
Zimmer 25
zornig 44
zu 45
zu Besuch - Idiom II
Zucker 28
zuerst 41
zu Fuss - Idiom II
Zug 36
zu Hause - Idiom II
zumachen 37
zur Schule - Idiom I
zurück 36
zusammen 36
zuviel 43
zwanzig 14
zwanzigste 14
zwei 14
zweihundert 14
zweite 14
zweiundzwanzig 14
zwischen 45
zwölf 14
zwölfte 14
zum geburtstag - Idiom II
zu Weihnachten (Ostern) - Idiom I

GERMAN Stage A: Topical Vocabulary List

1. SCHOOL

die Schule	die Klasse	sein
der Lehrer	die Lehrerin	haben
der Schüler	die Schülerin	lernen
der Junge	das Mädchen	studieren
	der Student	

2. CLASSROOM

das Klassenzimmer	die Tür	das Pult
der Plattenspieler	die Decke	die Bank
das Tonbandgerät	der Boden	die Tinte
die Schallplatte	die Wand	das Lineal
das Tonband	die Tafel	legen
die Landkarte	das Fenster	sehen
die Karte	das Bild	nehmen
der Stock	die Uhr	zeigen
der Wischer	die Glocke	
der Papierkorb	die Form	
das Mikrophon		

3. LESSON

das Buch	der Bleistift	die Frage	fragen
das Heft	der Füller	die Antwort	aufpassen
das Papier	der Kugelschreiber	verstehen	antworten
die Lektion	der Radiergummi	sagen	fertig
die Kreide	die Geschichte	lesen	erzählen
		schreiben	ja, nein

4. HOMEWORK

die Aufgabe	die Übung	erklären	schwer
die Arbeit	die Prüfung	übersetzen	wiederholen
die Seite	der Fehler	richtig	machen
das Wort	verbessern	falsch	
der Satz	korrigieren	leicht	

5. LANGUAGE

die Sprache	Russisch	bedeuten	reden
sprechen	Französisch	die Stimme	laut
Englisch	Spanisch	deutlich	leise
Deutsch	Italienisch		

6. FAMILY

die Familie	der Name	die Tochter	der Mann
die Eltern	die Großeltern	der Bruder	der Mensch
der Vater	das Kind	die Schwester	heißen
die Mutter	der Sohn	die Frau	wohnen, leben

7. RELATIVES AND FRIENDS

der Onkel	der Vetter	der Nachbar	der Großvater	der Freund
die Tante	die Kusine	die Großmutter	die Leute	die Freundin

der Neffe	die Person	sterben	
die Nichte		tot	

8. COLORS

die Farbe	braun	bunt	gelb
schwarz	grün	grau	lila
weiß	rot	blau	

9. PROFESSIONS

der Doktor	der König	der Präsident	der Bäcker
der Arzt	die Königin	der Soldat	der Bauer
der Zahnarzt		der Metzger	der Kaufmann
die Krankenschwester		der Schneider	der Verkäufer

10. ARTICLES OF CLOTHING

der Mantel	das Hemd	der Hut	der Handschuh
der Regenmantel	der Rock	die Mütze	das Taschentuch
die Jacke	die Bluse	die Krawatte	der Kamm
der Anzug	der Schuh	die Tasche	tragen
die Hose	der Strumpf	das Kleid	

11. DAYS OF THE WEEK

Sonntag	Dienstag	Donnerstag	Samstag
Montag	Mittwoch	Freitag	(Sonnabend)

12. MONTHS OF THE YEAR

Januar	April	Juli	Oktober
Februar	Mai	August	November
März	Juni	September	Dezember

13. SEASONS AND HOLIDAYS

die Jahreszeit	der Winter	das Fest	Neujahr
der Frühling	das Jahr	der Fasching	Ostern
der Sommer	die Ferien	der Karneval	Pfingsten
der Herbst	der Feiertag	Weihnachten	feiern

14. NUMBERS

die Zahl	sechs	dreizehn	zwanzig	sechzig	zweihundert
null	sieben	vierzehn	einundzwanzig	siebzig	.....
eins	acht	fünfzehn	zweiundzwanzig	achtzig	tausend
zwei	neun	sechzehn	.....	neunzig	eine Million
drei	zehn	siebzehn	dreißig	hundert	
vier	elf	achtzehn	vierzig	hunderteins	
fünf	zwölf	neunzehn	fünfzig	.....	

der erste	der fünfte	der neunte	der zwanzigste
der zweite	der sechste	der zehnte	der einundzwanzigste
der dritte	der siebte	der elfte	der dreißigste
der vierte	der achte	der zwölfte	der hundertste

GERMAN Stage A: Topical Vocabulary List /3

15. SPORTS

der Sport	das Tennis	der Schi (Ski)	Schlittschuh laufen
der Fußball	der Spieler	der Schlittschuh	Wasserschi laufen
der Korbball	das Spiel	Schi laufen	werfen

16. ARITHMETIC

der Teil	halb	zählen	weniger
die Hälfte	das Viertel	mal	mehr

17. TIME

der Tag	der Mittag	die Woche	gestern
die Stunde	der Nachmittag	der Monat	vorgestern
die Minute	der Abend	das Datum	morgen
die Sekunde	die Nacht	früh	übermorgen
der Morgen	(die) Mitternacht	spät	
der Vormittag	die Zeit	heute	

18. ANIMALS

das Tier	das Pferd	der Hase	das Schwein
der Hund	die Kuh	der Fuchs	bellen
die Katze	der Esel	der Fisch	
der Vogel	der Löwe	der Hahn	
die Maus	der Tiger	der Ochse	

19. FLOWERS AND FRUIT

die Blume	das Obst	die Banane	die Kirsche
die Rose	der Apfel	die Birne	wachsen
die Tulpe	die Pflaume	die Traube	

20. NATURE

die Natur	die Erde	der Himmel	der Norden
das Land	das Meer	die Sonne	der Süden
der Stern	der See	der Mond	der Osten
die Welt	die See	der Gott	der Westen
die Luft	tief	das Feuer	

21. COUNTRY

der Wald	das Gras	der Stein	die Pflanze
der Garten	das Gebirge	das Feld	
der Baum	der Berg	der Fluß	
das Blatt	der Weg	der Bach	

22. PARTS OF THE BODY

der Körper	der Kopf	die Nase	der Finger
der Hals	das Gesicht	der Zahn	das Bein
die Schulter	das Auge	das Haar	der Fuß
der Rücken	das Ohr	der Arm	
das Herz	der Mund	die Hand	

GERMAN Stage A: Topical Vocabulary List /4

23. HEALTH

die Gesundheit	wohl	das Kopfweh	stark
die Krankheit	der Magen	das Zahnweh	schwach
krank	die Erkältung	das Halsweh	waschen
gesund	die Medizin	das Krankenhaus	die Seife

24. WEATHER

das Wetter	der Sonnenschein	heiß	es friert
der Regen	der Sturm	dunkel	es regnet
der Schnee	kühl	hell	es blitzt
der Wind	kalt	die Sonne	es donnert
die Wolken	warm	es schneit	es hagelt

25. THE HOUSE

das Haus	das Eßzimmer	der Keller	der Schlüssel
das Wohnzimmer	das Zimmer	der Hof	die Ecke
das Schlafzimmer	die Küche	die Treppe	
das Badezimmer	der Gang	das Dach	

26. FURNITURE

die Möbel	der Schrank	der Vorhang	das Bett
der Stuhl	die Lampe	der Fernsehapparat	das Telefon
der Tisch	der Teppich	das Radio	das Ding
der Schreibtisch	das Sofa	der Fernsprecher	der Korb

27. MEALS

die Mahlzeit	das Essen	bestellen	trinken
das Frühstück	das Restaurant	bringen	backen
das Mittagessen	der Kellner, Ober	schmecken	kochen
das Abendessen	die Speisekarte	essen	
das Abendbrot			

28. FOOD

die Wurst	das Fleisch	der Käse	der Zucker
das Brot	der Salat	die Kartoffel	das Salz
die Butter	das Gemüse	der Nachtisch	die Schokolade
die Suppe	das Ei	der Kuchen	

29. BEVERAGES

die Milch	der Orangensaft	das Bier	voll, leer
der Tee	der Wein	der Saft	süß
der Kaffee	das Wasser	gießen	sauer

30. TABLE SETTINGS

das Tischtuch	die Untertasse	der Löffel	die Schüssel
der Teller	das Glas	die Gabel	der Krug
die Tasse	das Messer	die Serviette	stellen, decken

31. THE CITY

die Stadt	der Hafen	der Park	die Bibliothek
das Dorf	die Straße	der Platz	das Schloß

die Post	das Rathaus	die Untergrundbahn	die Zeitung
das Hotel	der Bus	die U-Bahn	die Mauer
die Kirche	die Straßenbahn	der Lärm	

32. MATERIALS

das Holz	die Wolle	schneiden	der Stoff
das Eisen	die Baumwolle	das Gold	
bauen	die Seide	das Silber	

33. SHOPPING

einkaufen	der Markt	der Pfennig	wieviel
die Apotheke	die Bäckerei	kaufen	kosten
das Geschäft	die Kasse	verkaufen	teuer, billig
das Kaufhaus	das Geld	bezahlen	der Preis
der Laden	die Mark (DM)	die Rechnung	zahlen

34. SOCIAL RELATIONSHIPS

der Herr	der Ring	der Gast	einladen
die Dame	der Geburtstag	danken	besuchen
das Fräulein	das Geschenk	bleiben	heiraten
der Besuch	der Brief	sich setzen	

35. NATIONS

Amerika	England	die Schweiz	der Staat
die Vereinigten Staaten	Rußland	Österreich	die Grenze
	Deutschland	Italien	die Fahne
Mexiko	Dänemark	Spanien	reisen
Kanada	Frankreich	das Land	

36. TRAVEL

die Reise	das Schiff	der Bahnhof	kommen
der Wagen	das Fahrrad	das Flugzeug	zusammen
das Auto	der Zug	gehen	zurück
das Boot	die Eisenbahn	fahren	
	die Bahn		

37. ACTIONS AND ACTIVITIES

abfahren	fallen	mitkommen	sitzen
anfangen	finden	mitnehmen	stehen
ankommen	frühstücken	öffnen	suchen
anrufen	geben	rufen	treffen
arbeiten anziehen	gehören	schenken	tun
aufhören	halten	schicken	verlieren
aufmachen	helfen	schlafen	warten
aufstehen	holen	schlagen	wecken
beginnen ausziehen	klopfen an	schließen	ziehen
brechen	laufen	schreien	zumachen
dauern	liegen	sich kämmen	
enden	mitgehen	sich waschen	

GERMAN Stage A: Topical Vocabulary List /6

38. AMUSEMENTS

das Kino	das Lied	das Programm	fernsehen
der Film	tanzen	das Fernsehen	hören
der Tanz	die Party	das Konzert	wandern
die Musik	das Theater	spielen	singen
		schwimmen	der Spaziergang
		der Ball	

39. EMOTIONS

müde	sich freuen	sich fühlen	böse
erstaunt	weinen	die Freude	leider
traurig	lachen	sich schämen	gern
glücklich	lieben	fühlen	gefallen
fröhlich	hassen	froh	

40. THOUGHT

denken	wissen	träumen	kennen	werden
vergessen	glauben	hoffen	wünschen	

41. WHEN?

immer	gleich	jetzt	schnell
oft	bald	zuerst	langsam
nie(mals)	sofort	dann	manchmal

42. WHERE?

hier	überall	nirgends	unten
da	nah	links	irgendwo
dort	fern	rechts	
draußen	weit	oben	

43. QUANTITY

das Stück	das Gramm	der Meter	genug
das Pfund	die Meile	soviel	genau
das Paar	das Kilometer	zuviel	
die Flasche	das Liter	ungefähr	

44. DESCRIPTIONS

alt	frei	klein	rund
arm	gemütlich	klug	sauber
dick	groß	kurz	schlecht
dumm	gut	lang	schmutzig
dünn	hart	neu	schön
breit	häßlich	niedrig	schrecklich
eng	hoch	reich	still
faul	jung	rein	weich
fleißig	kaputt	ruhig	wunderbar
			zornig

45. FUNCTION-WORDS / MISCELLANEOUS

a) Modals: dürfen können sollen wollen müssen möchten

b) Coordinating Conjunctions: aber denn oder sondern und

c) Question-Words: wer wann wie was warum wo wohin woher

d) Prepositions: dative: aus außer bei mit seit von zu nach
accus.: durch für gegen ohne
mixed: an auf hinter in neben über unter vor zwischen

e) Ein-Words: ein kein mein dein ihr (her/their) sein (his/its) unser euer Ihr

f) Der-Words: der dieser welcher jeder solcher mancher

g) Pronouns: ich du er sie (she/they) es wir ihr Sie man jemand niemand beide etwas sich

h) Miscellaneous:

als	doch	gewiß	nur	darum	einige
also	drüben	nicht	sehr	viel	schon
auch	eben	nichts	so	viele	besonders
bis	ganz	alles	vielleicht	wenig	wirklich
bißchen	geboren	nun	wieder	wenige	

IDIOMATIC EXPRESSIONS, First Half

1. am Morgen (Abend, etc)
2. an die Tafel gehen
3. Angst haben
4. auf das Land
5. auf dem Land
6. auf deutsch (etc)
7. Auf Wiedersehen.
8. bei mir (uns, etc)
9. bitte; danke schön
   bitte sehr
10. Durst haben
11. ein paar Minuten
12. ein Paar Schuhe (etc)
13. Ende Juni (etc)
14. es gibt
15. es ist; es sind
16. es tut mir leid
17. gern haben
18. Glück haben
19. Gute Nacht.
20. Guten Tag(etc)
21. Hunger haben
22. im Juni (etc)
23. in der Nacht
24. in die (der) Schule
25. in die (der) Stadt
26. jede Woche (etc)
27. jeden Tag (etc)
28. nach Hause (gehen)
29. nicht wahr?
30. noch ein
31. noch einmal
32. noch etwas
33. noch nicht
34. recht haben (unrecht)
35. schreiben an
36. Wie geht es Ihnen (dir)?
37. Wie heißen Sie? (du)
    Ich heiße ...
38. Wieviel Uhr ist es? Es ist ein Uhr; halb zwei; zwanzig Minuten vor zwei
39. wie ist das Wetter?
40. zu Hause
41. zur Schule (Stadt)
42. zu Weihnachten (etc)

Second Half

1. alle Tage
2. auf eine Frage antworten
3. außer mir (sich)
4. eine Frage stellen
5. eine Reise machen
6. einen Spaziergang machen
7. eines Abends (etc)
8. eine Tasse Kaffee
9. ein Glas Wasser (etc)
10. einmal die Woche
11. ein Stück Brot (etc)
12. es macht mir Freude
13. gar nicht; gar nichts
14. gestern abend; früh
15. Guten Appetit.
16. heute abend
17. mit der Eisenbahn (etc)
18. morgen abend (früh)
19. nach Berlin (etc)
20. Platz nehmen
21. Punkt sieben (etc) Uhr
22. Um wieviel Uhr? Um sechs Uhr
23. Viel Vergnügen
24. vor Freude (Angst, etc)
25. vor vielen (etc) Jahren
26. warten auf
27. was für
28. Was ist los?
29. weh tun
30. zu Besuch
31. zu Fuß (Pferd)
32. zum Geburtstag

Performance Objectives

for

Latin Language Instruction

Stage A

Prepared under the auspices of the

Michigan Classical Conference

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Sound System	1. By the end of Stage A, the student studying Latin will be able to recognize elements of the sound system by hearing designated sound differences, as measured by minimum criteria on an objectives-referenced test (ORT). 1.1 Students will be able to distinguish between short and long vowels. 1.2 Students will be able to differentiate among all diphthongs. 1.3 Given a group of consonants, some of which differ in sound from English (such as c, g, i, (j), s, v, ch, ph and th), students will be able to recognize which consonants sound different. 2. By the end of Stage A, the student studying Latin will be able to reproduce orally designated sounds from an oral stimulus (utilizing the teacher and/or tapes as a model), as measured by minimum criteria on an ORT. 3. By the end of Stage A, the student studying Latin will be able to reproduce orally orthographic representations of designated sounds, as measured by minimum criteria on an ORT.	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	4. By the end of Stage A, the student studying Latin will be able to write designated sounds from dictation, as measured by minimum criteria on an ORT.	Note: Translating sound into print can be utilized as an "enabling" skill for meeting the writing objectives. Using 4.1, for example, students could be required to divide printed words into syllables instead of orally-given words.
	4.1 Given any Stage A Latin word orally, students will be able to correctly divide the words into syllables.	4.1 Divide the following words into syllables: a. hostem b. ōrātōrem c. patrēs d. discipulī e. umbra f. laudātur
Vocabulary	1. By the end of Stage A, the student studying Latin will be able to define the basic 650 word vocabulary, both spoken and written, as measured by minimum criteria on an objectives-referenced test (ORT).	1. See attached Stage A vocabulary list.
	2. By the end of Stage A, the student studying Latin will be able to apply vocabulary by using the basic 650 word vocabulary meaningfully in context, as measured by minimum criteria on an ORT.	
	3. By the end of Stage A, the student studying Latin will demonstrate comprehension of English words derived from the basic 650 word vocabulary list, as measured by minimum criteria on an ORT.	3. My grandmother gave me her itinerary. a. cook book b. travel plans c. ash bucket d. bird cage

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Grammatical Structure	1. By the end of Stage A, the student studying Latin will be able to apply the functions of five basic cases of all five declensions, as measured by minimum criteria on an objectives-referenced test (ORT).	Note: Where "application" is denoted, all forms are included (i.e., listening, speaking, reading and writing). Stage A cases: (1) nominative (4) accusative (2) genitive (5) ablative (3) dative 1. Complete the following sentence by selecting the correct form of the noun: Ira _____ est dura. a. ōrātōris b. ōrātor c. ōrātōrēs d. ōrātōrem Note: Utilization of the following personal pronouns is expected in Stage A as a minimum: ego, nōs, tū, vōs, is, ea, id.
	2. By the end of Stage A, the student studying Latin will be able to correctly utilize personal pronouns, as measured by minimum criteria on an ORT.	2. Express the underscored word with the proper pronoun: Dea aurum amat. a. me b. ea c. tu d. is
	3. By the end of Stage A, the student studying Latin will utilize verb tenses appropriate to the structure of the language and the stage of instruction (to include forms and usage based upon the 650 word vocabulary), as measured by minimum criteria on an ORT.	3. Stage A verb tenses: present, imperfect, future, perfect. In the following sentence the verb is in the present tense. Select the corresponding verb in the future tense, keeping the same person and number.

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
		Miles hostem vulnerat. a. vulnerābit b. vulnerābat c. vulnerāvit d. vulnerābitur
	3.1 Students will be able to utilize the active and passive voice of verbs in the designated tenses.	3.1 The following sentence is in the passive voice. Select the sentence that gives the same meaning in the active voice in the same tense. nauta ā poētā laudātur a. poēta nautam laudābit. b. nauta poētam laudat. c. poēta nautam laudāvit. d. poēta nautam laudat.
	4. By the end of Stage A, students studying Latin will be able to utilize present imperatives (both singular and plural) in their use of the language, as measured by minimum criteria on an ORT.	4. Note: See Appendix, Sections C and D
	4.1 Given an imperative in a standard classroom expression, the student will be able to respond appropriately.	4.1 Teacher says: "Tacē!" Student responds appropriately.
	5. By the end of Stage A, students studying Latin will be able to apply subject-verb agreement, as measured by minimum criteria on an ORT.	5. Select the correct form of the noun to make it the subject of this sentence: _____ dona mihi dedit. a. patrēs b. patrem c. pater d. patre

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	6. By the end of Stage A, students studying Latin will demonstrate application of agreement between nouns and adjectives in their use of the language, as measured by minimum criteria on an ORT.	6. Select the correct form of the adjective to complete this sentence: Puer puellam _____ spectābat. a. pulchra b. pulcher c. pulchrās d. pulchram
	7. By the end of Stage A, students studying Latin will be able to recognize the meaning and case governed by each preposition, as measured by minimum criteria on an ORT.	7. Select the correct form of the noun to complete this sentence: vēnit ad _____. a. Ītalia b. Ītaliam c. Ītaliae d. Ītaliā
	8. By the end of Stage A, students studying Latin will be able to properly utilize demonstratives in their use of the language, as measured by minimum criteria on an ORT.	Stage A demonstratives: hic, ille, is 8. Select the correct form of the demonstrative to complete this sentence: _____ liber est magnus. a. hic b. haec c. hunc d. hōc

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	9. By the end of Stage A, students studying Latin will be able to properly employ interrogatives in their use of the language, as measured by minimum criteria on an ORT.	Note: Stage A minimums are listed in Section A of the Appendix. 9. The underlined phrase is a response to a question word. Select that question word. in forō pugnābat gladiātor eō diē. a. quando? b. ubi? c. cūr? d. quis?
	10. By the end of Stage A, students studying Latin will be able to utilize adverbs in their use of the language, as measured by minimum criteria on an ORT.	
	10.1 Students will be able to produce the adverbial form of Stage A adjectives.	10.1 Change adjectives into adverbs. a. clarus (answer: clārē) b. fortis (answer: fortiter)

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Oral Skills	1. By the end of Stage A, students studying Latin will be able to apply standard rules for accentuation, as measured by minimum criteria on an objectives-referenced test (ORT).	
	1.1 Given any Stage A Latin word orally, the student will be able to pronounce the words according to the standard rules for accentuation.	1.1 Pronounce the following words: a. ōrātōris b. vulnerābitur c. poēta d. cōnspexit
	2. By the end of Stage A, students studying Latin will be able to speak with proper intonation and stress in a dialogue situation, as measured by minimum criteria on an ORT.	Note: See vocabulary appendix, Sections B, C, D, for requisite words and phrases for classroom conversations.
	2.1 Given a dialogue situation dealing with family relationships and/or simple classroom situations, the student can ask and answer questions with proper intonation and stress.	2.1 a. Teacher: Salvēte, discipulī. Students: Salvē, magister (magistra). b. Teacher: Labōratne pater tuus in agrō? Students: Nōn labōrat in agrō. Pater meus in tabernā labōrat.
	3. By the end of Stage A, students studying Latin will be able to repeat orally a brief account of something which they listen to or read in Latin, as measured by minimum criteria on an ORT.	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	4. By the end of Stage A, students studying Latin will be able to read aloud from a familiar text with proper intonation and stress, as measured by minimum criteria on an ORT.	
Writing	1. By the end of Stage A, students studying Latin will demonstrate their ability to write a familiar passage dictated in Latin, as measured by minimum criteria on an objectives-referenced test (ORT).	
	2. By the end of Stage A, students studying Latin will demonstrate their ability to write an original Latin sentence by addition, substitution, and transformation, as measured by minimum criteria on an ORT.	2. Model Sentence: Puer in villā umbram cōnspicit. Rewrite the model sentence by addition, substitution, and transformation:
	2.1 Given a model sentence, the student will be able to rewrite the model using addition.	2.1 Addition: (Eā nocte puer parvus horribilem umbram cōnspicit.)
	2.2 Given a model sentence, the student will be able to rewrite the model using substitution.	2.2 Substitution: (Pictor in mūrō pictūram dēpingit.)
	2.3 Given a model sentence, the student will be able to rewrite the model using transformation (active to passive, singular to plural, present to perfect or vice versa).	2.3 Transformation: a. Ā puerō in villā umbra cōnspicitur. b. Pueri in villīs umbrās conspiciunt. c. Puer in villā umbram cōnspexit.

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	3. By the end of Stage A, students will be able to write an original Latin sentence by metaphrasing, as measured by minimum criteria on an ORT. 3.1 Given a sentence which is incomplete, the student can complete the sentence in context.	Note: This exercise entails perceiving the relationship of the given parts and then completing the thought. 3.1 Complete the following sentences by adding a verb which makes good sense in the context. a. Canem puella _____t. (Canem puella amat. The girl likes the dog.) b. Canis puellam _____t. (Canis puellam terret. The dog scares the girl.) c. Canis ā puellā _____tur. (Canis ā puellā vocātur. The dog is called by the girl.)
	4. By the end of Stage A, students will demonstrate their ability to write Latin sentences by translating simple sentences from English to Latin, as measured by minimum criteria on an ORT.	4. Translate the following sentences from English to Latin: a. The boy is praised by his mother. (Puer ā matre suā laudātur.) b. The boy is watching a dog. (Puer canem spectat.)

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Language Comprehension	1. By the end of Stage A, students studying Latin will be able to comprehend written material based on familiar topics, as measured by minimum criteria on an objectives-referenced test (ORT).	
	1.1 Given a reading passage in Latin, the student will be able to answer questions about the passage in English.	1.1 Saepe ad fōrum venit pater meus. Hermogenēs est in forō. Est mercātor Graecus. Patrem meum salūtat. Pater huic pecūniam trādit. a. Where does my father often go? 1. To a farm. 2. To a pet shop. 3. To the market place. 4. To the bath house. b. Hermogenes is a _____. 1. banker 2. judge 3. farmer 4. merchant
	1.2 Given a reading passage in Latin, the student will be able to answer questions about the passage in Latin.	1.2 Graecī et Troiānī annōs IX pugnāvērunt. Decimō annō Graecī equum altum parāvērunt. Mīlitēs in equō cēlātī sunt. Graecī ad oppidum equum mōvērunt, sed Troiānī in oppidum mōvērunt. a. Quī equum parāvērunt? 1. Decimō annō 2. annōs IX 3. Graecī 4. Troiānī

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
		b. Quō equum mōvērunt Troiānī? 1. ad oppidum 2. in oppidum 3. ad Graecōs 4. decimo annō
Culture	1. By the end of Stage A, students studying Latin will be able to recognize major geographical aspects of the ancient world, as measured by minimum criteria on an objectives-referenced test (ORT).	
	1.1 Given a map of Africa, the student will be able to identify major geographical features (e.g., cities, mountain ranges, main rivers, etc.).	1.1 On the map (Roman Empire) identify the place corresponding with the number: 1. (Carthage) 2. (Atlas Mountains) 3. (Egypt) 4. (The Nile River)
	1.2 Given a map of Greece, the student will be able to identify major geographical features.	1.2 On the map (Roman Empire) identify the place corresponding with the letter. A. (Delphi) B. (Mt. Olympus) C. (Athens) D. (Sparta)
	1.3 Given a map of Italy, the student will be able to identify major geographical features.	1.3a. On the map (Italy) are the numbers 1-12. Place each number in the blanks next to the corresponding location: Mt. Aetna (1) — Mt. Vesuvius (3) The Seven Hills (4) — Pompeii (7) Alps Mountains (5) — Cumae (9) Tiber River (6) — Naples (8)

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	1.4 Given a map of the Mediterranean area, students will be able to identify major bodies of water and islands which are a part of or connected to the Mediterranean Sea. 1.5 Given a map of the Roman Empire, the student can identify the provinces. 2. By the end of Stage A, students studying Latin will demonstrate knowledge of major ancient mythological figures, (e.g., the Olympian gods and their origin, heroes such as Hercules, Theseus, Perseus, Jason, etc.), as measured by minimum criteria on an ORT.	b. The river which flows through Rome is the _____ River. 1. Po 2. Rhine 3. Tiber 4. Nile 1.4 On the map (Roman Empire), match the locations corresponding to the numbers: 5 Aegean Sea 6 Oceanus 7 Crete 8 Sicily 9 Black Sea 10 Adriatic Sea 1.5 Place the number in the blank which corresponds to the location on the map (Roman Empire): (11) Hispania (14) Germania (12) Gallia (15) Helvetia (13) Brittania (16) Asia Minor (Troy) 2. The hero who killed Medusa is: a. Hercules b. Theseus c. Perseus d. Jason

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	3. By the end of Stage A, students studying Latin will demonstrate knowledge of the forms of art and architecture found in the ancient world (e.g., mosaic, fresco, sculpture, baths, aqueduct, temple, basilica, etc.), as measured by minimum criteria on an ORT.	3. Note: The examples listed in the objective should be considered minimal. The art form which uses very small bits of stone to form a picture or design is called a: a. fresco b. mosaic c. sculpture d. basilica
	4. By the end of Stage A, students studying Latin will demonstrate knowledge of Roman family life (e.g., the Roman house, entertainment, clothing, etc.), as measured by minimum criteria on an ORT.	4. Note: The following specific areas should be considered minimal: the Roman house: vestibulum, triclīnium, ātrium, cubiculum, culīna, tablīnum entertainment: baths, circus, gladiatorial combats, theater Roman clothing: toga, tunica, palla a. The garment of a Roman citizen used for ceremonial functions is called a: a. vittae b. soleae c. tunica d. toga

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	5. By the end of Stage A, students studying Latin will be able to identify the major monuments found in Rome, as measured by minimum criteria on an ORT.	5. Note: Students should be able to identify the following as a minimum requirement: Forum — Pantheon Campus Martius — Circus Maximus Via Appia — Palatine Hill Colosseum — Capitoline Hill a. The best preserved building in Rome dating from Roman times is: 1. Pantheon 2. Vatican 3. Campus Martius 4. Forum
	6. By the end of Stage A, students studying Latin will be able to identify major characters associated with the Roman Empire, as measured by minimum criteria on an ORT.	6. Note: The following historical characters should be included in a minimal program: Romulus - Remus — Cleopatra Aeneas — Hannibal Julius Caesar — Brutus Augustus Caesar — Sibyl Spartacus a. The leader of a slave revolt in ancient Rome was: 1. Romulus 2. Spartacus 3. Aeneas 4. Sibyl

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	7. By the end of Stage A, students studying Latin will demonstrate comprehension of Roman numerals, as measured by minimum criteria on an ORT.	7. The year 1620 in Roman numerals is: a. CMIX b. MDCCXX c. DCCCCXX d. MDCXX
	8. By the end of Stage A, students studying Latin will demonstrate comprehension of Latin mottoes, phrases, and proverbs, as measured by minimum criteria on an ORT.	Note: See Appendix, Section E, for a list of minimum expectations for this objective. 8. The motto of the United States is: 1. semper parātus 2. tempus fugit 3. sīc semper tyrannīs 4. ē plūribus ūnum

A

ā, ab - from, away from

ācer, ācris, ācre - sharp, keen

ad - to, toward, near

aedificō, -āre - build

aequus, -a, -um - level, equal, calm

ager, agrī - field

agō, agere, ēgī, actum - do, drive, discuss, spend

grātiās agere - to thank

agricola, -ae - farmer

albus, -a, -um - white

alius, -a, -ud - other, another

alter, altera, alterum - the other, the second

altus, -a, -um - high, deep

amīcus, -i - friend

amō, -āre - love

animal, -ālis - animal

animus, -ī - mind, courage

annus, -ī - year

ante - before

antīquus, -a, -um - old, ancient

Apollō, -inis - Apollo

appāreō, -ēre, -uī, -itum - appear

appellō, -āre - call

aqua, -ae - water

arēna, -ae - sand

argentum, -ī - silver

arma, -ōrum - arms, weapons

ars, artis - art, skill

asinus, -ī - donkey

āter, -ra, -rum - black

atque - and

ātrium, -iī - hall

audācia, -ae - audacity, boldness

audax, -ācis - bold, daring

audiō, -īre, -īvī, -ītum - heard

aureus, -a, -um -golden

auris, -is - ear

aurum, -ī - gold

autem - however

auxilium, -iī - help, aid

avis, -is - bird

B

barba, -ae - beard

barbarus, -a, -um - barbarian

basilica, -ae - law court

bellum, -ī - war

bene - well

beneficium, -iī - kindness

benignus, -a, -um - kind

bestia, -ae - wild beast

bibo, -ere, -ī - drink

bonus, -a, -um - good

bōs, bovis - cow

brevis, -e - short, brief

C

cadō, -ere, cecidī, cāsum - fall

caelum, -ī - sky, heaven

candidātus, -ī - candidate

canis, -is - dog

cantō, -āre - sing, play

capiō, capere, cēpī, captum - take, seize

  accipiō, -ere, accēpī, acceptum - receive

  incipiō, -ere, incēpī, inceptum - take on, begin

caput, -itis - head

carmen, -inis - song, poetry

carrus, -ī - wagon

cārus, -a, -um - dear

casa, -ae - cottage

causa, -ae - cause, reason

caveō, -ēre, cāvī, cautum - guard against, beware of

caverna, -ae - cave

cecidī - see cadō

cēdō, -ere, cessī, cessum - yield, move

  accēdō, -ere, -cessī, -cessum - approach

  discēdō, -ere, -cessī, -cessum - leave, depart

  procēdō, -ere, -cessī, -cessum - advance

celer, celeris, celere - quick, swift

  quam celerrimē - as quickly as possible

cēlō, -āre - hide

cēna, -ae - dinner

centum - 100

cēpī - see capiō

certāmen, -inis - contest

certus, -a, -um - certain

cervus, -ī - deer

cessī - see cēdō

Christiānus, -ī - Christian

cibus, -ī - food

circum - around

cīvis, -is - citizen

cīvitās, -tātis - state

clāmō, -āre - shout

clāmor, -ōris - shout

clārus, -a, -um - famous, bright

claudō, -ere, clausī, clausum - shut

clausī - see claudō

cōgitō, -āre - consider, ponder

cognōmen, -inis - surname, family name

colō, -ere, coluī, cultum - cultivate, protect, worship

color, -ōris - color

columba, -ae - dove, pigeon

comprehendō, -ere, -hendī, -hensum - seize, arrest

contendō, -ere, -tendī, -tentum - compete, hurry

contrā - against

cōpia, -ae - abundance

corpus, corporis - body

cōtīdiē - everyday

crās - tomorrow

crēdidī - see crēdō

crēdō, -ere, crēdidī, crēditum - trust, believe

crūdēlis, -e - cruel

cucurrī - see currō

cui - see quis

cujus - see quis

culīna, -ae - kitchen

cum - with

cupiō, -ere, -īvī (iī), -ītum - want, desire

cūr - why

cūra, -ae - care, anxiety

cūrō, -āre - look after, care for

nihil cūrō - I don't care

currō, -ere, cucurrī, cursum - run

custōdiō, -īre, -īvī (iī), -ītum - guard, watch

D

dē - down from, about

dea, -ae - goddess

dēbeō, -ēre, dēbuī, dēbitum - owe, ought

decem - ten

decimus, -a, -um - tenth

dedī - see dō

dēfessus, -a, -um - tired

deinde - then, next

dēlectō, -āre - delight

dēleō, -ēre, -ēvī, -ētum - destroy

dēnique - finally, at last

densus, -a, -um - thick

dēscendō, -ere, -scendī, -scensum - come down

dēsertus, -a, -um - deserted

dēsistō, -ere, -stitī, -stitum - stop

dēstitī - see dēsistō

deus, -i - god

Diāna, -ae - Diana

dīcō, -ere, dīxī, dictum - speak, say

didicī - see discō

diēs, diēī - day

diēs nātālis - birthday

difficilis, -e - difficult

dīligenter - carefully

discō, -ere, didicī - learn

diū - for a long time

dīves, -itis - rich

dīxī - see dīcō

dō, dāre, dedī, datum - give

doceō, -ēre, docuī, doctum - teach

doctus, -a, -um - educated, learned

dolor, -ōris - grief, pain

domina, -ae - mistress, lady of the house

dominus, -i - master

domus (domum - domī) - home (homewards, at home)

dōnō, -āre - give, present

dōnum, -ī - gift

dormiō, -īre, -īvī (iī), -ītum - sleep

dubium, -iī - doubt

dūcō, -ere, dūxī, ductum - lead

duo - two

dūrus, -a, -um - hard, harsh

dux, ducis - leader

dūxī - see dūcō

E

ē, ex - out of

ea - see is

ēbrius, -a, -um - drunk

ecce! - look! see!

ēgī - see agō

ego - I (all cases)

  nōs - we (all cases)

  tū - you (all cases)

  vōs - you (all cases)

emō, -ere, ēmī, emptum - buy

enim - for, indeed

eō, īre, īvī (iī), itum - go

  abeō, abīre, abiī, abitum - go away

  exeō, exīre, exiī, exitum - go out

  redeō, redīre, rediī, reditum - go back

epistula, -ae - letter

equus, -i - horse

errō, -āre - make a mistake, wander

esse - see sum

et - and

etiam - even, also

etsī - even if, although

F

fābula, -ae - story, play

facilis, -e - easy

facio, facere, fēcī, factum - do, make

conficiō, conficere, confēcī, confectum - complete, exhaust

interficiō, interficere, interfēcī, interfectum - kill

perficiō, perficere, perfēcī, perfectum - finish

factum, -i - deed, fact

falsus, -a, -um - deceptive, false

fama, -ae - rumor, reputation, report

fatum, -ī - fate, destiny

fēcī - see faciō

fēlix, fēlīcis - happy, lucky

fēmina, -ae - woman

fenestra, -ae - window

ferrum, -ī - iron, sword

fidēlis, -e - faithful, trustworthy

fīlia, -ae - daughter

fīlius, -iī - son

fīnis, -is - end, pl. = territories

fluō, -ere, flūxī, flūxum - flow

flūmen, -inis - river

flūxī - see fluō

fons, fontis - fountain, spring

forma, -ae - form, shape

fortis, -e - brave, strong

fortūna, -ae - fortune, luck

forum, -ī - market place, forum

frāter, fratris - brother

frūmentum, -ī - grain

frūstrā - in vain

fuga, -ae - flight

fugiō, -ere, fūgī, fugitum - run away, flee

fuī - see sum

G

Gallia, -ae - Gaul, France

gens, gentis - people, race, family

genus, generis - birth, kind

gerō, gerere, gessī, gestum - carry on, wear

gessī - see gerō

gladiātor, -ōris - gladiator

gladius, -iī - sword

glōria, -ae - glory, fame, boasting

Graecia, -ae - Greece

grātia, -ae - grace, thanks

grātus, -a, -um - pleasing

gravis, -e - heavy, serious

H

habeō, -ēre, habuī, habitum - have, hold

habitō, -āre - live

herba, -ae - grass, herb

herī - yesterday

hic, haec, hoc (all cases) - this

hiems, -is - winter, storm

hinc - from here, from this place

Hispānia, -ae - Spain

hodiē - today

homō, -inis - man, human being

honestus, -a, -um - honorable, decent

honor, -ōris - office, honor

hōra, -ae - hour

horribilis, -e - terrible

hortus, -ī - garden

hostis, -is - enemy

hūc - here, hither

hūmānus, -a, -um - human

humilis, -e - humble, lowly, low

I

ibi - there

id - see is

igitur - therefore

ignis, -is - fire

ii - see eō

ille, illa, illud - that (all cases)

imāgō, -inis - representation, reflection

imperium, -ii - command, empire

imperō, -āre - order, rule over

impetus, -ūs - force, attack

incitō, -āre - incite, urge on

inde - from that place, from there

infāns, -tis - child, baby

ingēns, -tis - huge

inimīcus, -a, -um - hostile, unfriendly

injūria, -ae - injury, harm, wrong

inquit - says

insānus, -a, -um - mad, insane

instrūmentum, -ī - tool, implement

īnsula, -ae - island

intellegō, -legere, -lexī, -lectum - understand

inter - between, among

intrā - within, inside

invītus, -a, -um - unwilling

īrātus, -a, -um - angry

is, ea, id (all cases) - he, she, it

ita - so, thus

iter, itineris - journey, route

iterum - again

īvī - see eō

J

jaceō, -ēre, -uī - lie, lie down

jaciō, jacere, jēcī, jactum - throw, hurl

  dējiciō, -jicere, -jēcī, -jectum - thrown down

jam - now

janua, -ae - door

jēcī - see jaciō

jubeō, -ēre, jussī, jussus - order, command

jūdex, -icis - judge, juryman

jūdicium, -iī - trial, judgement, decision

jūdicō, -āre - judge

Jūnō, -ōnis - Juno

Juppiter, Jovis - Jupiter

jūs, jūris - right, law, justice

jussi - see jubeō

juvenis, -e - young

juvō, -āre, jūvī, jūtum - delight, help

L

labor, -ōris - labor, work

labōrō, -are - work, suffer

lacrimō, -āre - weep

laetus, -a, -um - happy, glad

lātus, -a, -um - wide

laudō, -āre - praise

lavō, -āre, lāvī, lautum (lavātum) - wash

legō, -ere, lēgī, lectum - choose, read

levis, -e - light

lēx, lēgis - law

liber, -brī - book

līber, -era, -erum - free

līberī, -ōrum - children

lingua, -ae - tongue, language

littera, -ae - letter

locus, -ī - place

longus, -a, -um - long, spacious

lūdō, lūdere, lūsī, lūsum - play

lūdus, -ī - game, play, school

lūna, -ae - moon

lūsī - see lūdō

lūx, lūcis - light

M

magis - more

magister, -trī - teacher

magnus, -a, -um - great

malus, -a, -um - evil, bad

mānē - in the morning

manus, -ūs - hand, band

marītus, -ī - husband

Mars, Martis - Mars

māter, -tris - mother

maximus, -a, -um - greatest, very great

medius, -a, -um - middle

melior, melius - better

memoria, -ae - memory

mēns, mentis - mind

mēnsa, -ae - table

mēnsis, -is - month

Mercurius, -ii - Mercury

mereō, -ēre, -uī, -itum - deserve, merit

meus, -a, -um - my, mine

mīles, -itis - soldier

Minerva, -ae - Minerva

minimus, -a, -um - least, smallest

miser, -a, -um - wretched

mīsī - see mittō

mittō, -ere, mīsī, missum - send

āmittō, -ere, -mīsī, -missum - let go, lose

permittō, -ere, -mīsī, -missum - permit

modus, -ī - manner

moneō, -ēre, -uī, -itum - warn, advise

mōns, montis - mountain

mōnstrō, -āre - show

dēmōnstrō, -āre - point out

mora, -ae - delay

mors, -tis - death

moveō, -ēre, mōvī, mōtum - move

mox - soon

multus, -a, -um - much

mūrus, -ī - wall

mūtō, -āre - change

N

nam - for

narrō, -āre - tell, relate

nauta, -ae - sailor

nāvigō, -āre - sail

nāvis, -is - ship

-ne - enclitic (introducing a question)

nec (neque) - nor

negō, -āre - deny, say... not

negōtium, -iī - business

nēmō, nēminis - no one

Neptūnus, -ī - Neptune

nihil - nothing

nōmen, -inis - name

nōn - not

nōnne - is it not?

noster, -tra, -trum - our

nōtus, -a, -um - known, well known

novem - nine

novus, -a, -um - new, strange

nox, noctis - night

nūbēs, -is - cloud

nullus, -a, -um - none, no

num - surely not

numerō, -āre - count

numquam - never

nunc - now

nuntiō, -āre - announce

nuntius, -iī - messenger

O

occupō, -āre - seize

octō - eight

oculus, -ī - eye

officium, -iī - duty

ōlim - once, some time ago

Olympus, -ī - Mt. Olympus

omnis, -e - all, every

oppidum, -ī - town

optimus, -a, -um - best, very good

opus, -eris - work, task

ōrātiō, -ōnis - speech

ōrātor, -ōris - public speaker

ōrō, -āre - beg, plead, pray

ōtium, -iī - peace, leisure

P

paene - almost, nearly

pār, paris - equal, like

parēns, -entis - parent

parō, -āre - prepare, get ready

pars, -tis - part

parvus, -a, -um - small

pastor, -ōris - shepherd

pater, -tris - father

patria, -ae - fatherland, country

paucī, -ae -a - few

pauper, -eris - poor

pāx, pācis - peace

pecūnia, -ae - money

pellō, -ere, pepulī, pulsum - drive out, expel, rout

pepulī - see pellō

per - through

perīculum, -i - danger

persuādeō, -ēre, -suāsī, -suāsum - persuade

persuāsi - see persuādeō

pēs, pedis - foot

pessimus, -a, -um - worst, very bad

petō, -ere, -īvī (iī), -ītum - look for, make for, ask for

plebs, -is - the common people, populace

plēnus, -a, -um - full

plūs - more

Plūtō, -ōnis - Pluto

poena, -ae - punishment

poenam dare - to pay the penalty

pōnō, -ere, posuī, positum - put, place

pōns, -tis - bridge

populus, -i - people

porta, -ae - gate

porto, -are - carry

portus, -ūs - harbor, port

possum - see sum

post - after

posteā - afterwards

postquam - after

postrēmō - at last, finally

postulo, -āre - demand

posuī - see pōnō

potestās, -ātis - power, authority

praenōmen, -inis - first name

prīmus, -a, -um - first

prīnceps, -ipis - leader, chief

prō - before, in behalf of

probō, -āre - prove, test

prope - near

propter - because

prōvincia, -ae - province

proximus, -a, -um - nearest, next

pūblicus, -a, -um - public

puella, -ae - girl

puer, -ī - boy

pugna, -ae - fist fight

pugnō, -āre - fight

pulcher, -ra, -rum - beautiful

pulchritūdō, -inis - beauty

putō, -āre - think

Q

quaerō, -ere, quaesīvī, quaesītum - search for, look for

quālis - what sort of, what kind of

quaesīvī - see quaerō

quandō? - when?

quartus, -a, -um - fourth

quattuor - four

-que - (enclitic) and

quem - see quis

quid? - what?

quinque - five

quintus, -a, -um - fifth

quis? - who?

quō - where, to what place?

quōcum? - with whom?

quō instrūmentō? - with what instrument (tool)?

quod - because

quot? - how many?

R

rēgīna, -ae - queen

rēgnum, -ī - royal power, kingdom

relinquō, -ere, -līquī, -listum - leave (behind), abandon

reliquus, -a, -um - remaining, rest of

rēs, reī - thing, matter, affair

respondeō, -ēre, -spondī, -sponsum - reply

rēx, rēgis - king

rīdeo, -ēre, rīsī, rīsum - laugh

rogō, -āre - ask

Rōma, -ae - Rome

Rōmānus, -a, -um - Roman

ruīna, -ae - ruin, wreckage

S

sacer, -cra, -crum - sacred

sacrificium, -iī - sacrifice

saepe - often

saevus, -a, -um - savage, fierce

salūtō, -āre - greet

salvē! salvēte! - hello!

sapiēns, -entis - wise

sapientia, -ae - wisdom

satis - enough

saxum, -ī - stone, rock

sciō, scīre, scīvī, scītum - know (how)

scribō, -ere, scripsī, scriptum - write

sē - himself, herself, itself, themselves

secundus, -a, -um - second

sed - but

sedeō, -ēre, sēdī, sessum - sit

sella, -ae - chair

semper - always

senātor, -ōris - senator

senātus, -ūs - senate

senex, -is - old man

sententia, -ae - opinion

sentiō, -īre, sēnsī, sēnsum - feel

sēnsī - see sentiō

septem - seven

septimus, -a, -um - seventh

sermō, -ōnis - conversation

serpēns, -tis - snake

servō, -āre - save, guard

servus, -i - slave

sex - six

sextus, -a, -um - sixth

sī - if

signum, -ī - signal, sign, seal

silva, -ae - wood, forest

similis, -e - like

sine - without

sōl, -is - sun

sōlus, -a, -um - alone

solvō, -ere, solvī (soluī), solūtum - loosen, untie, pay

somnus, -ī - sleep

sonus, -ī - sound

soror, -ōris - sister

spectō, -āre - look at

  exspectō, -āre - wait for

spērō, -āre - hope for

statim - at once

statua, -ae - statue

stella, -ae - star

steti - see stō

stilus, -ī - pen

stō, stāre, stetī, statum - stand

stola, -ae - dress

studium, -iī - eagerness, interest;pl.=studies

stultus, -a, -um - foolish

subitō - suddenly

sum, esse, fuī, futūrum - be, exist

absum, abesse - be away

adsum, adesse - be present

possum, posse - be able

super - over, above

superō, -āre - overcome, overpower

surgō, -ere, surrēxī, surrēctum - rise

surrēxī - see surgō

suus, -a, -um - his, her, their (own)

T

taberna, -ae - inn, shop

tablīnum, -ī - study

taceō, -ēre, -uī, -itum - be silent

tamen - nevertheless, still

tandem - at last

tangō, -ere, tetigī, tactum - touch

templum, -ī - temple

tempus, -oris - time

teneō, -ēre, -uī, tentum - hold, keep

obtineō, -ēre - hold, obtain

sustineō, -ēre - hold up, maintain

terminus, -ī - end, limit

terra, -ae - land

terreō, -ēre, terruī, territum - frighten

tertius, -a, -um - third

tetigī - see tangō

theātrum, -ī - theater

thermae, -ārum - hot baths

timeō, -ēre, timuī - fear, be afraid

timidus, -a, -um - fearful, cowardly

timor, -ōris - fear

toga, -ae - toga

tōtus, -a, -um - whole, entire

trādō, trādere, trādidī, trāditum - hand over

trahō, trahere, trāxī, tractum - draw (out), drag (out)

trāns - across

trāxī - see trahō

trēs, tria - three

trīclīnium, -iī - dining room

tristis, -e - sad

tum - then

tunica, -ae - tunic

turba, -ae - crowd, disorder

tūtus, -a, -um - safe

tuus, -a, -um - your, yours

tyrannus, -i - tyrant

U

ubi? - where?

ubique - everywhere

ullus, -a, -um - any

umbra, -ae - shadow, ghost

umquam - ever

unda, -ae - wave

unde - from where

ūnus, -a, -um - one

urbs, -is - city

ūtilis, -e - useful

uxor, -ōris - wife

V

valē, valēte - goodbye, farewell

valeō, -ēre, valuī, valitūrum - be strong, be well

veniō, -īre, vēnī, ventum - come

  advenio, -īre - come to, arrive

  convenio, -īre - come together, assemble

  invenio, -īre - come upon, find

  pervenio, -īre - reach, arrive at

  revenio, -īre - come back, return

Venus, -eris - Venus

verbum, -ī - word

vēritās, -tātis - truth

vertō, -ere, vertī, versum - turn

vērus, -a, -um - true

Vesta, -ae - Vesta

vester, -tra, -trum - your, yours

vestis, -is - garment, clothes

via, -ae - road, way

victor, -ōris - victor

videō, -ēre, vīdī, vīsum - see

vīgintī - twenty

villa, -ae - farmhouse, villa

vincō, -ere, vīcī, victum - conquer, overcome

vīnum, -ī - wine

vir, -ī - man

virtūs, -tūtis - manliness, courage

vīta, -ae - life

vīvō, -ere, vīxī, victum - live

vīxī - see vīvō

vocō, -āre - call

Volcānus, -ī - Vulcan

volō, -āre - fly

volō, velle, voluī - wish, want

vōx, vōcis - voice

vulnerō, -āre - wound

vulnus, -eris - wound

Latin, Level I
Vocabulary: Appendix

A. Question Words

who - quis
what - quid
whose - cuius
by or with what - quō
whom - quem
by whom - ā quō
with whom - quōcum
how (by what means) - quō īnstrūmentō
how (in what manner) - quō modō
to whom - cui
where (in what place) - ubi
where (to what place) - quō
where (from what place) - unde
why - cūr
how long - quam diū
how many - quot
what kind of - qualis
when - quandō

B. Vocabulary for Classroom Conversation

student - discipulus, discipula
teacher - magister, magistra
desk, table - mēnsa
chair - cathēdra
window - fenestra
door - jānua
picture - pictūra
book - liber
paper - charta
notebook - tabella
pencil - stilus
room - camera, cella
school - schola, ludus
question - interrogātiō
answer - respōnsum
story - fabula

C. Classroom Directions, Questions and Comments

stand up - surge, surgite
sit down - cōnsīde, consīdite
please open the door - aperī jānuam, quaesō
close the door, please - claude jānuam, quaesō
listen - attende, attendite; audī, audīte
be quiet, please - tacē, quaesō, tacēte, quaesō
read - lege, legite
write - scrībe, scrībite
learn - disce, discite

silence! - silentium!
answer in Latin - respondē Latīnē, respondē in Latīnum
answer in English - respondē Anglicē, respondēte in Anglicum
translate into English - redde Anglicē, reddite Anglicē
translate into Latin - redde Latīnē, reddite Latīne
how do you say in Latin? - quō modō dicitur Latīnē?
what does it mean? - quid significat?
do you understand? - intellegisne? intellegitisne?
yes, I understand - intellegō
no, I don't understand - nōn intellegō
I know - sciō
I don't know - nesciō
you have responded correctly - rēctē [respondistī]
you have not responded correctly - nōn rēctē [respondistī]
you have responded well - bene [respondistī]
you have responded very well - optimē [respondistī]; pulcherrimē
let's talk Latin - Latīnē collōquāmur

D. Common Experiences

hello - salvē, salvēte
good-bye, farewell - valē, valēte; valeās, valeātis
how are you? - quid agis? quid agitis?
well, thank you - bene, grātiās
and (how are) you? - Et tū?
very well, thank you - optimē, grātiās
where are you going? - quō vādis? quō is?
(I am going) to school - ad scholam (vādō)
(I am going) home - domum (vado)

E. Mottoes, Phrases, and Proverbs

Sīc semper tyrannīs
"Thus may it always be to tyrants" (Virginia)

Ē plūribus ūnum
"Out of many, one" (Found on the Great Seal of the U.S.)

Sī quaeris paeninsulam amoenam, circumspice
"If you seek a pleasant peninsula, look about you."
(State of Michigan)

Mēns sāna in corpore sānō
"A healthy mind in a healthy body" (Horace)

Tempus fugit
"Time flies"

Post meridiem
"After noon" (p.m.)

Ante meridiem
"Before noon" (a.m.)

Alma mater
"Fostering mother" (a school one has attended)

Homō sapiēns
"Mankind"

Ex libris
"From the book collection of"

Notā bene
"Note well" (N.B.)

Ad hoc
"For this purpose"

Dē factō
In fact, actual"

Dē jūre (jūre)
"By right, legally"

In locō parentis
"In place of a parent"

Quot hominēs tot sententiae --Terence
"There are as many opinions as men"

Ars longa, vīta brevis --Hippocrates
"Art is long, life is short"

Omnia vincit amor --Vergil
"Love conquers all things"

Carpe diem --Horace
"Make the most of today" (seize the day)

Nōn omnēs omnia possumus. --Vergil
"We can't all do everything."

Verbum sapientī sat est. --anon.
"A word to the wise is sufficient."

Performance Objectives

for

Spanish Language Instruction

Stage A

Prepared under the auspices of the

MICHIGAN CHAPTER

of the

American Association of Teachers of Spanish and Portuguese

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Sound System	1. By the end of Stage A, students of Spanish will demonstrate their ability to hear certain English/Spanish phonemic distinctions as measured by minimum criteria on an objectives-referenced test (ORT).	
	1.1 Students will be able to hear designated sound differences between English and Spanish phonemes.	1.1 Spanish: voiceless unaspirated stop /p/, /t/, /k/; voiceless unaspirated stop /p/, /t/, /k/; vowel /e/, /o/. English: voiceless aspirated stop /p/, /t/, /k/; voiced unaspirated stop /b/, /d/, /g/; vowel plus glide /ey/, /ow/.
	2. By the end of Stage A, students will be able to hear Spanish/Spanish phonemic distinction (including phonemically controlled allophonic variations), as measured by minimum criteria on an ORT.	
	2.1 Students will be able to hear Spanish phonemic distinctions (including phonemically controlled allophonic variations) involving consonants and semi-consonants.	2.1 Consonants: /p/, /b/, ([b̞], [β]), /t/, /d/, ([d̞], [ð]), /k/, /g/, ([g̞], [ɣ]), /m/, /n/, ([m̰], [n̰], [r̰], [ŋ̰]), /ñ/, /r/, /R/, /l/, /ll/, /c/, /θ/, /s/, ([s̰], [z̰]), /f/, /x/. NOTE: If Castillian is not used, /ll/ can be replaced by /y/ and the/θ/ can be dropped. Semi-consonants: /y/, /w/.

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	2.2 Students will be able to hear Spanish phonemic distinctions (including phonemically controlled allophonic variations) involving vowels in both stressed and unstressed syllables.	2.2 /a/, /e/, /i/, /o/, /u/
	2.3 Students will be able to hear distinctions in stress and intonation.	2.3 Intonation: a. yes/no question. b. non yes/no question. c. simple declaration. d. emphatic declaration.
	3. By the end of Stage A, students will be able to reproduce orally all Spanish phonemes from an oral stimulus, as measured by minimum criteria on an ORT.	
	3.1 Given an oral stimulus, the student will be able to repeat phonemically controlled allophonic variations (i.e., consonants, semi-consonants, vowels, stress and intonation.)	
	3.2 Given an oral stimulus, students will be able to reproduce orally diphthongs and triphthongs.	
	3.3 Given an oral stimulus, students will be able to reproduce orally synalepha and linking.	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	4. By the end of Stage A, students will be able to reproduce orally orthographic representations of certain phonemes (i.e., consonants, semi-consonants, vowels, stress and intonation), as measured by minimum criteria on an ORT.	4. See comments under objective 2 above.
	5. By the end of Stage A, students will be able to write designated sounds from dictation utilizing the Spanish alphabet, as measured by minimum criteria on an objectives-referenced test.	
	5.1 Given a dictation containing certain phonemes and allophones, the student will be able to write the sounds using appropriate orthographic representations.	5.1 See comments under objective 2 above.
Vocabulary	1. By the end of Stage A, given any of the 950 basic Spanish vocabulary words (both spoken and written), students will be able to define the words, as measured by minimum criteria on an objectives-referenced test (ORT).	1. See attached Stage A vocabulary list.
	2. By the end of Stage A, students will be able to apply vocabulary by using the 950 word vocabulary meaningfully in context, as measured by minimum criteria on an ORT.	2. Note: This objective is also appropriate for the language comprehension section; at the application level they are interchangeable.

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Grammatical structure	1. By the end of Stage A, students will demonstrate the appropriate use of definite and indefinite articles (all forms), as measured by minimum criteria on an objectives-referenced test (ORT).	Note: Where application ("use", "utilization", etc.) is denoted, all forms are included (i.e., listening, speaking, reading, and writing). 1. Complete the letter of the answer which BEST completes each item: a. Estudio con ____ chica americana. 1. el 2. la 3. los 4. las b. Entro en ____clase de español. 1. el 2. la 3. los 4. las
	1.1 The student will be able to recognize the special uses of definite articles.	1.1 Special uses of the definite article a. with noun used in general sense b. with titles, except in direct address c. with name of language, except after hablar and after de and en d. with certain unmodified city and country names e. with time of day f. with days of week, except after ser g. in place of possessive adjective with personal effects or parts of body

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	1.2 The student will be able to recognize the use of and omission of the indefinite article.	1.2 Omission of indefinite article a. after ser with unmodified predicate noun or adjective of classification b. in negative or interrogative sentences where oneness is not emphasized
	2. By the end of Stage A, students will demonstrate their ability to appropriately use independent and dependent clauses, as measured by minimum criteria on an ORT.	
	3. By the end of Stage A, students will exhibit their ability to correctly utilize nouns, in terms of both gender and number, as measured by minimum criteria on an ORT.	3. a. Compramos el _____. 1. corbatas 3. carro 2. casa 4. vestidos b. Me gustan los _____. 1. camisa 3. blusas 2. zapatos 4. disco
	4. By the end of Stage A, students will be able to correctly use personal pronouns, as measured by minimum criteria on an ORT.	
	4.1 Students will be able to properly employ subject pronouns (their omission and/or inclusion).	4.1 Sr. González, ¿viene ____ a la fiesta? a. tú b. él c. Ud. d. Uds.
	4.2 Students will be able to correctly employ prepositional pronouns.	4.2 El sombrero es de _____. a. él b. yo c. le d. los

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	4.3 Students will be able to properly employ direct and indirect object pronouns to include position with respect to verb and to each other.	4.3 -- ¿Conoces a Juan? -- No, no ____conozco. a. me b. te c. le d. la
	4.4 Students will be able to correctly utilize reflexive pronouns (in the true reflexive only).	4.4 Juan ____ levanta a las siete. a. te b. se c. nos d. None of the above
	4.5 Students will be able to utilize prepositional phrases to emphasize and/or clarify.	4.5 Juan nos llama ____, no a ellos. a. a nosotros b. a ellos c. a mí d. a ti
	5. By the end of Stage A, students will utilize verb tenses appropriate to the structure of the language and the stage of instruction (to include forms and usage based upon the 950 word vocabulary), as measured by minimum criteria on an ORT.	5. Stage A verb tenses a. Indicative mood (1) Simple tenses (a) present: -ar, -er, and -ir of regular verbs. (b) imperfect: -ar, -ir, and -er of regular verbs + irregular verbs ir, ser, ver + irregular forms. (c) preterit: -ar, -er, and -ir of regular verbs (2) Present perfect (3) Present progressive

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
		b. Subjunctive mood (1) present c. Miscellaneous forms (1) irregular present participles: oír, leer, creer, ir, decir, pedir, servir, repetir, seguir, incluir (2) irregular past participles: escribir, abrir, cubrir, morir, volver, decir, hacer, poner, romper, ver d. Miscellaneous structure (1) immediate future: (periphrastic, implied) ir + a + infinitive (2) immediate past: acabar + de + infinitive
	5.1 Students will be able to use the appropriate formal and informal (singular and plural) command verb forms (excluding first person and indirect commands).	5.1 Señor, ____ la bondad de ayudarme, por favor. a. tenga b. tiene c. tuvo d. tener
	5.2 Students will be able to properly position object pronouns in command expressions.	5.2 Select the appropriate word and place it in the appropriate blank: a. Juan no me hables ____ de amor (1) te (2) me (3) se (4) none of the above b. Juan, ____ hablá me de amor. (1) se (2) te (3) me (4) none of the above

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	5.3 Students will be able to apply orthographic changing verbs in the Stage A verb tenses.	5.3 Change the following verb form to the preterit: Example: hablo/ (hablé) llego/ (llegué)
	5.4 Students will be able to apply stem changing verbs in the Stage A verb tenses.	5.4 sigo/ (seguí)
	5.5 Students will be able to apply irregular verbs in the Stage A verb tenses.	5.5 Irregular forms in above tenses: ser, ir, haber, saber, estar, dar, poder, querer, andar, caber, tener, poner, hacer, venir, decir, traer, caer, oir, salir, valer, ver, and verbs ending in -uir, -cer, -cir. a. Yo ____ la hermana menor. (1) es (2) son (3) somos (4) soy b. Ellos ____ muchos amigos. (1) tengo (2) tienes (3) tenemos (4) tienen c. El ____ en María. (1) piensa (2) pienso (3) pensamos (4) piensan

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	6. By the end of Stage A, students will be able to accurately employ negatives within the sentence structure (e.g., ni siquicra, ninguno, nunca, alguno, tambien, etc.), as measured by minimum criteria on an ORT.	6. No hablo ni inglés _____ ruso. a. no b. ni c. tampoco d. también
	7. By the end of Stage A, students will demonstrate their ability to appropriately utilize prepositions within the sentence, as measured by minimum criteria on an ORT.	
	7.1 Students will be able to apply the usage of prepositions in the Spanish language (including the special usages of a/en, de/por, por/para, and personal a).	7.1 El chico mira _____ Luisa. a. a b. a él c. a la d. (none)
	7.2 Students will be able to employ the appropriate prepositions in certain verb + verb and verb + noun constructions.	7.2 a. Juan va _____ ir a trabajar. 1. en 2. para 3. a 4. None of the above b. Juan habla _____ María. 1. de 2. con 3. en 4. None of the above

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	8. By the end of Stage A, students will exhibit their ability to utilize adverbs in the Spanish language, as measured by minimum criteria on an ORT.	
	8.1 Students will be able to produce the adverbial form of any adjective.	8.1 Rewrite the following adjectives as adverbs: a. rápido/ (rápidamente) b. bueno/ (bien)
	8.2 Students will be able to properly position an adverb within a sentence and produce a correct series of two or more adverbs.	8.2 Choose the adverbs which complete the sentence: a. El futbolero, corre (ligero) y (rápidamente). ligero rápido ligeramente rápidamente
	9. By the end of Stage A, students will be able to apply subject-verb agreement (including person, number, and degree of formality), as measured by minimum criteria on an ORT.	9. El coche _____ nuevo. a. es b. son c. soy d. eres

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	10. By the end of Stage A, students will correctly employ adjectives both with respect to agreement in gender and number, and with respect to position, as measured by minimum criteria on an ORT.	
	10.1 Given a situation in which masculine/feminine and singular/plural adjectives must be formed, the student will be able to show agreement as to gender.	10.1 a. Tengo una corbata _____. 1. nuevo 2. nueva 3. nuevos 4. nuevas b. Tengo unos relojes _____. 1. nuevo 2. nueva 3. nuevos 4. nuevas c. Tengo amigas _____. 1. nuevo 2. nueva 3. nuevos 4. nuevas d. Tengo un coche _____. 1. nuevo 2. nueva 3. nuevos 4. nuevas
	10.2 Given a situation in which various kinds of adjectives (distinguishing, limiting, descriptive) must be utilized, the student will be able to position adjectives with respect to nouns.	10.2 Complete the following sentence: Juan tiene (poco dinero). poco dinero dinero poco

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	10.3 Students will be able to distinguish differences of meaning as determined by adjective position.	10.3 Place the appropriate response in the appropriate blank: Juan pesa 250 kilogramos. Juan es un _____ hombre __(2)__. 1. gran 2. grande
	11. By the end of Stage A, students will exhibit their ability to use possessive adjectives (short forms only), their replacement by the prepositional de construction, and their nominalization, as measured by minimum criteria on an ORT.	
	12. By the end of Stage A, students will show that they can properly utilize demonstratives (including agreement as to gender and number and the adjective and pronoun forms of este, ese, and aquel, as measured by minimum criteria on an ORT.	12. Dáme el lápiz que tienes, por favor. --¿Este que tengo? -- Sí, _____ tienes en la mano. 1. los que 2. la que 3. ésta que 4. ése que

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	13. By the end of Stage A, students will demonstrate their ability to use indefinites (e.g., uno, alguno, alguien, algo, etc.), including agreement as to gender and number, as measured by minimum criteria on an ORT.	
	14. By the end of Stage A, students will be able to properly employ interrogatives (e.g., qué, cómo, quién, cuándo, dónde, etc.) including gender/number agreement, as measured by minimum criteria on an ORT.	14. ¿ _____ hace en la clase? a. Cuándo b. Quién c. Dónde d. Qué
	15. By the end of Stage A, students will show that they can apply correct basic word order in the construction of sentences (declarative and interrogative sentences, placement of no, position of object pronouns and prepositions, etc.), as measured by minimum criteria on an ORT.	15. Rewrite the following as a question: Juan está en casa (¿Está Juan en casa?)
	16. By the end of Stage A, students will be able to use comparatives and superlatives appropriately within the sentence, including regular usage and use of de in comparatives of inequality, comparative absolutes, and comparatives of equality (tan + adj + como, tanto como, tanto + noun + como), as measured by minimum criteria on an ORT.	16. a. Ricardo escribe _____ que Anita. 1. firmo 2. más rápido 3. fino 4. más o menos b. Roberto es el _____ de los dos chicos. 1. joven 2. menor 3. viejo 4. grande

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	17. By the end of Stage A, students will demonstrate their ability to use the correlating conjunction (y, (e), o, (u), pero), as measured by minimum criteria on an ORT.	
	18. By the end of Stage A, students will be able to use contractions correctly (e.g., a + el = al, de + el = del, etc.), as measured by minimum criteria on an ORT.	18. a. Es el libro _____ señor. 1. del 2. de el 3. de la 4. de los b. María está leyendo el libro _____. 1. de él 2. del 3. al 4. nuestra
	19. By the end of Stage A, students will demonstrate that they can apply the uses of ser and estar, as measured by minimum criteria on an ORT.	
	19.1 Students will be able to use ser with the predicate noun.	19.1 Juan y yo _____ hermanos. a. es b. son c. somos d. soy
	19.2 Students will be able to use ser in expressions of time.	19.2 _____ las dos de la tarde. a. Es b. Está c. Son d. Estár

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	19.3 Students will be able to use ser in impersonal expressions.	
	19.4 Students will be able to use ser with de in expressions of origin, ownership or material.	19.4 La casa _____ de madera. a. es b. está c. por d. en
	19.5 Students will be able to use estar with en and/or adverbial expression of location.	19.5 ¿Dónde _____ los guantes? a. es b. está c. son d. están
	19.6 Students will be able to use estar with a predicate adjective denoting state.	
	20. By the end of Stage A, students will be able to show that they can apply the uses of saber (i.e., knowledge which can be communicated) and concocer (i.e., knowledge which cannot be communicated), as measured by minimum criteria on an ORT.	20. a. Juan _____ tocar el piano. 1. conoce 2. conoces 3. sabe 4. sabes b. Yo no _____ a Juan. 1. hablan 2. sé 3. conozco 4. escribimos

SPANISH - STAGE A

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Oral Skills	1. By the end of Stage A, students will be able to speak with proper intonation and stress in a dialogue situation, as measured by minimum criteria on an objectives-referenced test (ORT). 2. By the end of Stage A, students will be able to participate in a conversation about a familiar topic with the teacher and/or other students, as measured by minimum criteria on an ORT. 3. By the end of Stage A, students will be able to repeat orally a brief account of something which they listen to or read in Spanish, as measured by minimum criteria on an ORT. 4. By the end of Stage A, students will be able to read aloud from a familiar text with proper intonation and stress, as measured by minimum criteria on an ORT.	
Language Comprehension	1. By the end of Stage A, students will be able to comprehend the content of a conversation on familiar topics between two or more people, as measured by minimum criteria on an objectives-referenced test (ORT).	Comments: The teacher could use techniques such as the following: -- taped listening comprehension selections. -- teacher/student oral questions -- summarizing what was said -- retelling what was said in English -- true/false statements (e.g., "It always snows in summer.") -- recognition of logical sequence of thought

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	2. By the end of Stage A, students will be able to comprehend reading material based on familiar topics, as measured by minimum criteria on an ORT.	
	2.1 Given a reading passage in Spanish describing an individual or a situation, the student will be able to answer questions taken from the passage.	2.1 Select the word or phrase which best completes the statement: Carlos es el hijo de un trabajador de la fábrica del pueblo. Es un muchacho listo y simpático y le gusta estudiar mucho, pero su hermano Pepe es diferente. No le gusta ir a la escuela y es muy perezoso. a. Carlos es un muchacho _____. 1. trabajador 2. alto 3. simpático 4. gordo b. Su hermano Pepe es _____. 1. estudioso 2. estúpido 3. perezoso 4. inteligente
	2.2 Given a reading passage in Spanish describing a market place in Mexico, the student will be able to answer questions taken from the passage.	2.2 Los mercados de México son muy pintorescos y hoy mucha gente viene a tocar la guitarra, a vender o comprar algo y también a ver a sus amigos. Hoy es domingo, día de mercado y todos están muy contentos. a. El día de la semana es _____. 1. domingo 2. lunes 3. sábado 4. miércoles

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
		b. Muchos vienen a tocar _____. 1. el violín 2. la guitarra 3. en la banda 4. el piano
Writing	1. By the end of Stage A, students will demonstrate their ability to write Spanish from dictation, as measured by minimum criteria on an objectives-referenced test (ORT). 1.1 Given a selection from a familiar text orally, the student will be able to write or print what is dictated. 1.2 Given a passage from dictation, the student will be able to write what is said employing appropriate spelling, punctuation and grammar.	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Culture	1. By the end of Stage A, students will be able to recognize major geographical aspects of the Spanish-speaking countries, as measured by minimum criteria on an objectives-referenced test (ORT).	
	1.1 Given a map of a Spanish-speaking country, the student will be able to identify major physical features (e.g., borders, main rivers, mountain ranges, (etc.).	1.1 In the above map: a. No. 1 represents (France). b. No. 2 represents (Portugal). c. No. 3 represents (Pyrennees) mountains. d. No. 4 represents (The Tagus) river. e. No. 5 represents (Morocco)
	1.2 Given a map, the students will be able to locate and name neighboring countries of the Spanish-speaking countries.	1.2 In a map of Latin America, identify: a. Mexico b. Panama c. Cuba d. Argentina e. Brazil f. Chile

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	1.3 Given a list of countries, the student will be able to indicate which of the countries of the world are Spanish-speaking.	1.3 List to include Philippine Islands, Haiti, Curacao, Jamaica, Brazil, Portugal, Ecuador, Uruguay, Honduras, Martinique, Virgin Islands, Panama, Hawaii, Nicaragua, Venezuela, Bolivia, Puerto Rico, Mozambique, Algeria, Morrocco.
	1.4 Given a list of Spanish-speaking countries and a list of economic products, the student will be able to match the name of the country with the major product(s) of the country.	1.4 a. Argentina - beef, wheat b. Bolivia - tin c. Venezuela - oil d. Ecuador - bananas e. Columbia - coffee f. Spain - wine g. Cuba - sugar
	1.5 Given a list of Spanish-speaking countries and a list of capitals, the student will be able to match the capital with its corresponding country.	1.5 Use mix and match lists.
	2. By the end of Stage A, students will be able to recognize the major Hispanic influences in the United States (e.g., architecture, food, language, etc.), as measured by minimum criteria on an ORT.	
	3. By the end of Stage A, students will be able to name the major holidays and religious festivities common to Spanish-speaking countries (e.g., Nochebuena, Día Año Nuevo, Domingo de Ramos, Domingo de Resurrección, Día de la Raza, Saint's Day, All Soul's Day, 16 de Sept., etc.), as measured by minimum criteria on an ORT.	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	4. By the end of Stage A, students will be able to name the major sports and recreational activities common to Spanish-speaking countries (e.g., jai alai, corrida de toros, fútbol, tertulias, la hora del paseo, béisbol, etc.), as measured by minimum criteria on an ORT. 5. By the end of Stage A, students will be able to recognize music traditionally associated with Spanish-speaking countries (e.g., La Cucaracha, Mexican Hat Dance, La Diana, Christmas carols,etc.), as measured by minimum criteria on an ORT. 6. By the end of Stage A, students will be able to demonstrate knowledge of customs common to Spanish-speaking countries, as measured by minimum criteria on an ORT. 6.1 Students will demonstrate their knowledge of customs related to food (e.g., position of hands at the table, tortilla española, tacos, arroz con pollo, use of abrazo, handshaking, etc.). 6.2 Students will demonstrate their knowledge of customs related to the clothing worn by the peoples of Spanish-speaking countries (e.g., sombreros, ponchos, uniformes en la escuela, gaucho, charros, ruana, china poblana, guayabera, boina, etc.).	4. El deporte favorito del hispanoamericano es el _____. a. tenis b. fútbol c. básquetbol d. golf

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	6.3 Students will demonstrate their knowledge of customs related to the markets of Spanish-speaking countries (e.g., supermercados, mercados al aire libre, etc.).	
	6.4 Students will demonstrate knowledge of customs related to the family life of Spanish-speaking peoples (e.g., chaperones, siesta, pets, children, role of women, independence of men, dominance of mother, regard for elderly people, etc.).	
	6.5 Students will be able to employ the polite and familiar forms of greetings common in the Spanish-speaking countries.	
	6.6 Students will demonstrate knowledge of the Spanish-speaking people's attitude toward time.	6.6 Which of the following best describes the Spanish-speaking people's attitude toward time? _____ a. Hurry up! b. Why are you late? c. Llegan más tarde d. ¡Hasta luego!

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	7. By the end of Stage A, students will be able to demonstrate knowledge of some of the major aspects of Indian civilizations in Spanish-speaking countries (e.g., location, main city, characteristics, etc. of such civilizations as the Aztecs, Mayas, Incas), as measured by minimum criteria on an ORT.	7. a. Use map to identify country. Mix-match country, Indian culture, main city. b. Which of the following is the best description of the Aztec civilization: 1. supreme architects and astronomers 2. human religious sacrifices 3. excellent engineers 4. excellent farmers and miners
	8. By the end of Stage A, students will demonstrate knowledge of general historical and political events, etc., as measured by minimum criteria on an ORT. 8.1 Students will be able to respond correctly to questions regarding important events in the history of Spanish-speaking countries (e.g., Spanish-American war, discovery of Americas, independence from Spain, etc.). 8.2 Students will be able to respond correctly to questions about important political personalities, both historical and contemporary in Spanish-speaking countries, (e.g., Franco, Castro, Marcos, Montezuma, Simón Bolívar, Columbus, Pizzaro, Cortez, etc.).	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	9. By the end of Stage A, students will be able to utilize standard measuring systems in the Spanish language (e.g., monetary volume, true weight, distance, temperature, etc.), as measured by minimum criteria on an ORT.	

a (at, to)
abril (April)
abrir (to open)
abuelo, -a (grandfather, grandmother)
acá (here)
acabar (to end)
- de (to have just)
acción (action, stock)
aceptar (to accept)
acercar (to bring towards)
-se a (to approach)
acompañar (to go with)
acto (act)
adelante (ahead, forward)
en - (henceforth, in future)
además (also, else, in addition, besides)
adiós (good-bye, hello)
adonde (where)
¿adónde? (where?)
advertir (to let know, notice, warn)
agitar (to agitate, stir)
agosto (August)
agua (water)
ahí (there)
ahora (now, at present)
- mismo (at once)
aire (air, look)

alcanzar (to reach, catch up, overtake)
alegrarse (to rejoice, to be glad)
alegre (merry, lively)
algo (anything, little)
alguien (somebody)
algún (some, any)
alguno (some, any)
alma (soul)
almuerzo (lunch)
alto (high, out loud, tall)
allá (there)
allí (there)
alrededor (around)
- de (about, around)
alrededores (environs, outskirts)

alumno (student)
alzar (to raise, lift)
amar (to love)
amarillo (yellow)
ambos (both)
amigo (friend)
amo (master)
amor (love)
ancho (broad, wide)
andar (to walk)
antes (before, rather)
- de (before)
antiguo (old)
añadir (to join, add)
año (year)
tener ... -s (to be ... years old)
aparato (apparatus, instrument)
aparecer (zco) (to appear, loom)
apartar (to sever, separate)
aparte (paragraph, aside, apart)
apenas (hardly)
aprender (to learn)
aquel (that, those)
aquél (that one)
aquí (here)
arriba (above, upstairs)
arte (art)
así (so, therefore)
asiento (seat)
atrás (backward, behind, back)
atreverse (to dare)
atrevido (rash)
aun (even, still)
aún (yet, still)
aunque (although)
autobús (autobus)
autor (author)
ayer (yesterday)
ayudar (to help)
azúcar (sugar)
azul (blue)
bailar (to dance)
bajar (to go down, lower)
bajo (low, mean, under)
bano (toilet, bath)
bastante (enough)
bastar (to be enough)
basta (enough)
beber (to drink)
bello (beautiful)
besar (to kiss)
bien (all right, well, right)
blanco (white)
boca (mouth)
bonito (pretty)
brazo (arm)

buen (good, all right)
bueno (good, all right)
buscar (to look for)
caballero (gentleman)
caballo (horse)
cabeza (head)
cada (each, every)
caer (caigo) (to fall)
café (coffee, coffeehouse)
  color - (brown, tan)
caja (box)
callar (to keep quiet)
callado (silent)
calle (street)
calor (head)
  tener - (to feel hot)
  hacer - (to be hot)
caminar (to walk)
camino (road)
campo (countryside, field)
cansado (tired)
cantar (to sing)
cara (face, look)
caramba (ha!, dear me!, good gracious!)
carne (meat, flesh)
carrera (race, career)
carta (letter, map)
casa (house)
  en - (at home)
casar (to marry)
  -se con (to marry with, to be married to)
casi (almost)
caso (case)
catorce (fourteen)
causa (cause)
  a - de (because of)
centro (center, downtown)
cerca (about, near)
  - de (near)
cerrar (ie) (to close, lock)
cesar (to cease)
cielo (heaven, sky)
cien (hundred)
ciencia (science)
ciento (hundred)
cierto (sure, certain)
cinco (five)
cincuenta (fifty)
cine (movie house)
ciudad (city)
claro (clear, of course, bright, light)
  - está (of course)
  - que no (of course not)
clase (class, class in school)
cocina (kitchen)

coche (car)
coger (cojo) (to take, catch)
colocar (to place)
color (color)
comenzar (ie) (to begin)
comer (to eat)
dar de - (to feed)
comida (food, meal)
como (how, like, about, as)
¿cómo? (what?, what did you say?)
compañero (companion)
completo (complete)
comprar (to buy)
comprender (to understand)
con (with)
condición (condition)
conmigo (with me)
conocer (zco) (to know, be acquainted with a person)
conocido (known, acquaintance)
conservar (to keep)
considerar (to consider)
consigo (with one's self, with himself, herself, etc.)
contar (ue) (to count, tell)
- con (to count on, to depend or rely on)
contento (contented, happy)
contestar (to answer)
contigo (with you)
contra (against)
contrario (contrary)
al - (on the contrary)
por el - (on the contrary)
corazón (heart)
corbata (necktie)
correr (to run, flow)
cortar (to cut)
corto (short)
cosa (matter, thing)
costar (ue) (to cost)
crecer (zco) (to grow)
creer (to believe, think)
criado (servant)
cual (which, such as, as)
¿cuál? (which?, what?)
cualquier (any)
en - caso (in any case)
cualquiera (any, any one)
cuando (when)
aun - (although)
de vez en - (at times)
- quiera que (whenever)
¿cuándo? (when?)
cuanto (all, as much as)
en - a (as for)
¿cuanto? (how much or how many)
cuarenta (forty)
cuarto (fourth, quarter, room)

cuatro (four)
cubrir (to cover)
cuenta (account, bill)
cuerpo (body)
cuidado (care, carefulness)
  tener - (to look out, to be careful)
cuidar (to take care of, to care for, look after, keep)
cumplir (to carry out, to do)
chico (little, small, little boy)
dar (doy) (to give)
de (about, from, of)
deber (to owe, must, ought, have to)
débil (weak)
décimo (tenth)
decir (digo) (to say, tell)
  querer - (to mean)
dejar (to allow, leave)
  - caer (to drop, let fall)

delante (before, ahead, in front)
  - de (before, in front of)
delgado (thin, slim)
demás (other)
  los - (others, the others)
demasiado (too, too much)
dentro (into, within)
derecho (right, straight ahead, direct)
descansar (to rest)
descubrir (to discover)
desde (since)
  - ahora (from now on)
desear (to desire)
deseo (desire)
despacio (slowly)
despertar (ie) (to awake)
  -se (to awaken oneself)
después (after, afterwards)
  - de (after)
detener (to stop)
detrás (behind, after)
  - de (behind, back of)
día (day)
  algún - (sometime)
  el - siguiente (the day after)
  todos los -s (every day)
diciembre (December)
dieciséis (sixteen)
diecisiete (seventeen)
dieciocho (eighteen)
diecinueve (nineteen)
diez (ten)
difícil (difficult)
digno (worth, worthy)
dinero (money)
dios (god)
dirección (direction, address)

dirigir (dirijo) (to direct)
-se (to go to or toward)
disco (phonograph record)
disponer (dispongo) (to dispose)
distinguir (to make out)
doce (twelve)
dolor (pain, grief)
domingo (Sunday)
don (Mr.)
donde (where)
¿dónde? (where?)
doña (Mrs., Miss)
dormir (ue) (to sleep)
-se (to fall asleep)
dos (two)
duda (doubt)
sin - (without doubt)
dueño (owner, master)
dulce (soft, sweet)
durante (during)
duro (hard)
e (and)
echar (throw)
edad (age)
efecto (effect)
en - (in fact, indeed)
ejemplo (example)
por - (for example)
ejército (army)
el (the)
él (he)
- mismo (himself, itself)
ella (she)
- misma (herself)
ellos (they)
- mismos (themselves)
empezar (ie) (to begin)
empleado (employee)
emplear (to use)
en (at, in, on)
- vano (in vain)
enamorado (in love, lover, sweetheart)
- de (in love with)
encender (ie) (to light, burn)
encontrar (ue) (to find, meet)
enero (January)
enfermo (ill, sick)
enseñar (to teach, show)
entender (ie) (to understand)

entero (complete)
enteramente (all, entirely)
entonces (then)
entrar (to enter)
entre (among, between)
entregar (to deliver)

enviar (to send)
escena (scene)
escribir (to write)
escrito (writing)
   por - (in writing)
escuchar (to listen)
escuela (school)
ese (that)
ése (that one)
eso (that)

espalda (back)
español (Spanish)
espejo (mirror)
esperanza (hope)
esperar (to expect, hope, wait, wait for)
espíritu (spirit)
esposo, -a (husband, wife)
esquina (corner)
estación (station, season)
estado (state, condition, nation)
estar (to be)
   - de prisa (to be in a hurry)
este (this)
éste (this one, the latter)
estrecho (narrow)
estudiar (to study)
eterno (eternal)
examen (exam, test)
existir (to exist)
fácil (easy)

falda (skirt)
faltar (to be wanting, to be lacking, to be absent)
familia (family)
favor (favor)
   a - de (in favor of)
   por - (please)
fe (faith)
febrero (February)
felicidad (happiness)
feliz (glad)
feo (ugly)
fiesta (holiday, party)
figura (figure, looks)
fin (end, purpose)
   al - (at last)
   por - (at last)
   en - (in short, anyway)
flor (flower)
fondo (bottom)
forma (figure, way)
   de ninguna - (not at all)
formar (to form)
foto(grafía) (photograph)

frente (front, forehead)
   - a (across, before, in front of)
frío (cold)
   hacer - (to be cold)
   tener - (to feel cold)
fuego (fire)
fuera (away, out, outside)
fuerte (strong)
fuerza (force, power)
ganar (to beat in a game, to gain, to earn)
gastar (to spend, waste)
general (general)
   en - (in general, usually)
   por lo - (in general, usually)
gente (crowd, people)
gloria (glory)
gordo (fat)
gozar (to enjoy)
gracia (grace, charm, poise)
   -s (thanks)
gran (-de) (big, great)
grave (grave. serious)
gritar (to shout)
grito (cry, shout)
guapo (handsome)
guardar (to guard, keep)
guerra (war)
gustar (to like, taste, be pleasing)
gusto (taste, pleasure)
haber (to have)
había (there was, there were)
hay (there is, there are)
   - que (one must, it is necessary)
hubo (there was, there were)
habitación (dwelling, room)
hablar (to speak, talk)
hacer (to make, do)
   -se (to become, cause, do)
hacia (towards)
hallar (to find)
hambre (hunger)
   tener - (to be hungry)
hasta (till)
   - luego (so long)
   - pronto (so long)
hermano, -a (brother, sister)
hermoso (beautiful)
hijo, -a (son, daughter)
historia (story, history)
hola (hello)
hombre (man)
honor (honor)
hora (hour)
hoy (today)
huevo (egg)
huir (to run away, flee)

humano (human)
idea (idea)
igual (equal)
-mente (also)
importar (to have to do with, matter, import)
imposible (impossible)
instante (instant)
al - (at once)
invierno (winter)
ir (to go)
-se (to go away)
izquierdo (left)
jamás (never, ever)
jefe (chief, head, leader)
joven (young, young person)
jueves (Thursday)
julio (July)
junio (June)
junto (near, together)
- a (beside)
-s (side by side)
jurar (to swear, take an oath)
la (the)
labio (lip)
lado (side)
al otro - (across)
al - de (beside)
- superior (top side)
a un - (aside)
lápiz (pencil)
ladrón (thief)
largo (long, length)
a lo - de (along)
lavar (to wash)
le (to him, her, it)
lección (lesson)
leche (milk)
leer (to read)
lejos (away, far)
lengua (tongue, language)
letra (letter)
levantar (to lift, pick up)
-se (to get up, arise)
ley (law)
libertad (liberty)
libre (free)
libro (book)
ligero (light weight, quick)
limpiar (to clean)
línea (line)
listo (ready, quick, clever)
lo (it, that, him)
loco (crazy)
los (the, them)
luego (at once, so, therefore)
hasta - (so long)

lugar (place, room)
   en primer - (at first)
   en - de (instead of)
luna (moon)
lunes (Monday)
luz (light)
llamar (to call, knock)
llave (f) (key)
llegar (to arrive)
   - a ser (to become)
lleno (full, crowded)
llenar (to fill)
llevar (to carry, lead, take away, wear)
llorar (to cry)
llover (ue) (to rain)
madre (mother)
maestro (teacher)
mal (-o) (bad, wrong, naughty)
mandar (to send, command)
manera (way, manner)
mano (f) (hand)
mañana (morning, tomorrow)
   por la - (in the morning)
mar (m & f) (sea)
marido (husband)
martes (Tuesday)
marzo (March)
mas (but)
más (more)
matar (to kill)
mayo (May)
mayor (chief, senior, greater, older)
me (me)
medio (center, half, means, average)
mejor (better)

memoria (memory, theme)
   de - (by heart)
menor (smaller, less, minor, younger)
menos (least, less)
merecer (zco) (to be worth, deserve)
mes (month)
mesa (table)
meter (to put, place)
mi (my)
mí (me)
mientras (while)
miércoles (Wednesday)
mil (thousand)
millón (million)
minuto (minute)
mío (mine)
mirar (to look at)
mismo (same)

modo (way, mode)
momento (moment, while)
morir (ue) (to die)
mostrar (to show)

mover (ue) (to move)
movimiento (motion)
muchacho, -a (boy, girl)
mucho (much)

muerte (f) (death)
muerto (dead)
mujer (wife, woman)
mundo (world)
muy (very)
nacer (zco) (to be born, come from, born of)

nada (nothing)
  de - (you are welcome)
nadie (no one, nobody)
natural (natural, native)
  -mente (of course)
naturaleza (nature)
necesario (necessary)
necesidad (need, necessity)
necesitar (to need)
negar (ie) (to deny)
negro (black, Negro)
ni (neither)
  - ... ni (neither ... nor)
  - siquiera (not even)
nieto, -a (grandson, granddaughter)
ningún (-o) (no, none)
niño (child)
no (no, not)
noble (noble, peer)
noche (f) (night)
nombre (name)
nos (us, to us)
nosotros (we, ourselves, us)
noticia (news)
noveno (ninth)
noventa (ninety)
novio, -a (bridegroom, bride, sweetheart)
noviembre (November)
nube (f) (cloud)
nuestro (our, ours)
nueve (nine)
nuevo (new)
  de - (again)
número (number, figure)
nunca (never, ever)
o (either, or)
  - ... o (either ... or)
objeto (object, thing)
obligar (to obligate, compel)
obra (work)
obscuro (dark)
ocasión (occasion, chance, opportunity)
octavo (eighth)

octubre (October)
ocupado (busy)
ocupar (to occupy)
ocurrir (to happen)
ochenta (eighty)
ocho (eight)
ofrecer (zco) (to offer)
oír (to hear)
ojo (eye)
olvidar (to forget)
once (eleven)
orden (order)
oro (gold)
otoño (autumn)
otro (another, other)
  otra vez (again)
padre (father)
padres (parents)
pagar (to pay)
página (page)
país (country)
pájaro (bird)
palabra (word)
pan (bread)
papel (paper, part, role)
para (for)
paraguas (umbrella)
parar (to stop)
parecer (zco) (to appear, seem)
parte (part)
partido (game)
partir (to go away, start)
pasar (to pass, hand, spend, undergo)
paso (step, walk, pace)
paz (peace)
pecho (chest)
pedir (i) (to ask, order, beg)
pelo (hair)
  tomarle el - a uno (to kid someone)
pena (trouble, grief)
pensamiento (thought)
pensar (ie) (to think)
  - en (to think about)
peor (worse)
pequeño (little, small)
perder (ie) (to lose)

perdón (pardon)
periódico (newspaper)
permitir (to allow)
pero (but)
perro (dog)
persona (person)
pesar (grief, to cause regret, to weigh)
pie (foot)

piedra (stone)
pisar (to step on)
placer (pleasure)
pluma (pen, feather)
pobre (poor)
poco (little)
poder (ue) (to be able to, may)
poeta (poet)
poner (to put, place, lay, set, put on)
-se (to become)
poquito (little)
por (by, for, through, sake)
porque (because)
¿por qué? (why?)
posible (possible)
precio (price)
precioso (precious)
preciso (necessary, exact)
pregunta (question)
preguntar (to ask)
preparar (to prepare)
presentar (to present)
presente (present)
prestar (to loan, borrow)
primavera (spring)
primero (first)
primo (cousin)
principal (chief, main)
principio (principle, beginning)
prisa (haste)
darse - (to make haste)
tener - (to be in a hurry)
procurar (to try)
producir (to produce)
profundo (deep)
prometer (to promise)
pronto (fast, soon, by and by, just, prompt)
propio (own, same, proper)
propósito (purpose)
próximamente (approximately, soon)
próximo (next, nearest)
público (public)
pueblo (town, people)
puerta (door, gate)
pues (as, because; well, then, so)
puesto (place, office)
punto (point)
puro (pure, cigar)
que (that, which, who)
¿qué? (what?, which?)
quedar (to remain)
querer (ie) (to desire, like, love, want)
querido (beloved)
quien (who, whom, which)
¿quién? (who?)

quienquiera (anybody, whoever)
quince (fifteen)
quinto (fifth)
quitar (to take away, clear)
  -se (to take off)
quizá (-s) (perhaps)
razón (f) (reason)
  tener - (to be right)
    no - - (to be wrong)
real (real, royal)
recibir (to get, admit)
recoger (recojo) (to gather, pick up)
recordar (ue) (to remember, recall)
reír (to laugh)
  -se de (to laugh at)
relación (report, account, relation)
reloj (watch, clock)
repetir (i) (to say again)
respeto (respect, regard)
respecto (respect, regard)
  - a (as regards)
responder (to answer)
rey (king)
rico (rich)
rincon (corner)
rio (river)
rojo (red)
romper (to break, burst)
roto (broken)
rubio (blonde)
ruido (noise)
sabado (Saturday)
saber (to know, have knowledge)
sacar (to pull, draw up, take away)
saco (sack, bag, coat)
sal (f) (salt)
sala (living room)
salida (exit)
salir (to go out, come out)
saludar (to greet)
sangre (f) (blood)
san (-to) (holy, saint)
se (each other, one)
secreto (secret)
seguida (succession, continuation)
  en - (immediately, at once)
seguir (i) (to follow)
segun (by, according to)
segundo (second)
seguro (of course, safe, sure, firm, insurance, confident)
seis (six)
semana (week)
semejante (like, similar)
sencillo (simple)
sentar (ie) (to seat, sit)
  -se (to sit down)

sentido (sense)
sentimiento (feeling)
sentir (ie) (to feel, feeling, experience, be sorry)
-se (to feel)
senor, - a (Mr., Mrs.)
senorito, -ita (Master, Miss)
septiembre (September)
septimo (seventh)
ser (to be)
serio (serious, grave)
servicio(s) (toilet)
servir (i) (to serve)
sesenta (sixty)
setenta (seventy)
sexto (sixth)
si (if, whether)
sí (yes, himself, herself, itself, one's self)
siempre (always)
siete (seven)
siglo (century)
siguiente (next)
silla (chair)
simpático (sympathetic, pleasant, "nice")
sin (without)
- duda (without doubt)
- embargo (nevertheless, however)
sino (but)
sitio (place)
sobre (above, on)
- todo (above all)
sobrino, -a (nephew, niece)
sol (sun)
hacer - (to be sunny)
soler (ue) (to be in the habit of, to be used to)
solo (alone)
sólo (only)
sombra (shade, shadow)
sombrero (hat)
sonar (ue) (to sound)
sonreír (i) (to smile)
soñar (ue) (to dream)
- con(to dream about)
su (his, her, its, their, one's, your)
subir (to go up)
suceder (to happen, take place, follow)
suelo (earth, ground, floor)
sueño (dream, sleep)
tener - (to be sleepy)
suerte (chance, fortune, fate)
sufrir (to bear, suffer, undergo)
suponer (to suppose)
supuesto (assumed, supposed)
por - (of course)
suspender (to suspend, stop)
suyo (his, hers, theirs, one's, one's own, etc.)
tal (so, such)

tal vez (perhaps)
también (also, too)
tan, -to (so)
- pronto como (as soon as)
por lo - (therefore)
tarde (f) (evening, late)
buenas -s (good afternoon, evening)
te (you)
teléfono (telephone)
temer (to be afraid)
temprano (early)
tener (to have, hold)
tercero (third)
terminar (to end)
término (end, term)
ti (you)
tiempo (time, weather)
mucho - (long time)
¿Qué - hace? (How is the weather?)
tienda (store)
tierra (country, earth, land)
tío, -a (uncle, aunt)
tocar (to play an instrument, touch, ring, knock)
todavía (still)
todo (all)
del - (at all, entirely)
- el mundo (everybody)
-s los días (every day)
sobre - (above all)
de -s modos (in any case)
en todas partes (everywhere)
tomar (to take, eat, drink)
tonto (foolish, fool)
trabajar (to work)
trabajo (work)
traer (to bring, wear)
tratar (to try, treat)
- de (to try to, to deal with)
-se (be a question of)
trece (thirteen)
treinta (thirty)
tres (three)
triste (sad, bleak)
tú (you)
u (either, or)
último (last, latter)
un, uno, -a (a, one, an)
cada - (each)
único (only)
unir (to unite)
unos (some)
usar (to use)
usted, -es (you)
valer (to be worth)
valor (value, courage)

vario (different)
-s (several)
varias veces (several times)
vecino (neighbor)
veinte (twenty)
vender (to sell)
venir (to come)
ventana (window)
ver (to see)
a - (let's see)
verano (summer)
verdad (truth)
¿verdad? (isn't it?)
verdadero (indeed, real, true)
vestido (dress)
vestir (to dress, clothe)
vez (time)
a la - (at the same time)
de - en cuando (from time to time)
a veces (at times)
muchas -s (often)
otra - (again)
rara - (rarely)
tal - (perhaps, maybe)
una - (once)
viaje (journey)
vida (life)
viejo (old)
viento (wind)
hacer - (to be windy)
viernes (Friday)
vino (wine)
virtud (virtue)
vista (sight)
punto de - (point of view)
vivir (to live)
vivo (fast, full of life, alive)
volver (ue) (to turn, go back)
- a (again)
- a plus infinitive (to do something again)
-se (to turn around)
ya (already)
- no (no longer)
- mismo (at once)
voluntad (will)
voz (voice)
vuelta (turn)
de - (on returning)
dar la - (to take a walk)
y (and)
ya (now, already)
yo (I)
- mismo (myself)